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Report to Congressional Requesters

June 1996

SCHOOL FACILITIES

America's Schools Report Differing Conditions

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Health, Education, and
Human Services Division

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The Honorable Carol Moseley-Braun
The Honorable Edward M. Kennedy
The Honorable John F. Kerry
The Honorable Claiborne Pell
The Honorable Paul Simon
The Honorable Paul Wellstone
United States Senate

In our report, School Facilities: Condition of America's Schools (GAO/HEHS-95-61, Feb. 1, 1995), we presented the results of our nationwide survey of about 10,000 schools and described the conditions observed in site visits to 10 school districts. On the basis of estimates by school officials, we projected that America's investment in its schools needed to be increased by about $112 billion[1] to repair or upgrade facilities to good overall condition and to comply with federal mandates over the next 3 years.[2] About one-third of the schools serving about 14 million pupils nationwide reported needing extensive repair or replacement of one or more buildings;[3] 60 percent of schools (many in otherwise adequate condition) reported at least one major building feature, such as plumbing, in disrepair. Moreover, about half the schools reported at least one unsatisfactory environmental condition, such as poor ventilation or heating or lighting problems.[4]

In addition to that information about schools nationwide, you requested that we identify differences in the (1) condition of schools, (2) amount of funding needed to repair or upgrade facilities, and (3) number of students attending schools in inadequate condition by the following: location (state and region), community type, percentage of minority and poor students, and school level and size. This report presents analyses of our data on

[1]This estimate has a sampling error of ±6.61 percent. That is, had we asked school officials from the entire universe of 80,000 U.S. public schools, we are 95-percent confident that the estimate would have been between $105 billion and $120 billion. Further analysis at the state level showed that some of the information provided to us was likely to be erroneous. Thus, a more conservative point estimate is $111 billion.

[2]"Good" condition means that only routine maintenance or minor repair is required. "Overall" condition includes both physical condition and the ability of the schools to meet the functional requirements of instructional programs.

[3]A school may have more than one building.

[4]See School Facilities: Condition of America's Schools (GAO/HEHS-95-61, Feb. 1, 1995) and School Facilities: America's Schools Not Designed or Equipped for 21st Century (GAO/HEHS-95-95, Apr. 4, 1995).

these subjects. To develop this information, we conducted additional analyses between March 1995 and May 1996 in accordance with generally accepted government auditing standards.

Results in Brief

Although schools in satisfactory and unsatisfactory condition are found in every state and community type, the condition of schools, the amount of funding needed to repair or upgrade facilities, and the number of students attending schools in inadequate condition all differed to some degree by location (state and region), community type, percentage of minority and poor students, and school level and size. The greatest variations reported were found among states. For example, 62 percent of schools in Georgia compared with 97 percent of schools in Delaware reported needing to spend money to repair and upgrade facilities to good overall condition.

Regarding other subgroup comparisons of the condition of school buildings and building features, some variation existed, but the range was much smaller than that among states. For example, on every measure—proportion of schools reporting inadequate buildings, inadequate building features, and unsatisfactory environmental conditions; proportion of schools reporting needing to spend above the national average; and number of students attending these schools—the same subgroups consistently emerged[5] as those with the most problems. These subgroups included central cities, the western region of the country, large schools, secondary schools, schools reporting student populations of at least 50.5 percent minority students, and schools reporting student populations of 70 percent or more poor students. The differences between subgroups, however, were often relatively small. For example, a greater percentage of schools in central cities (38) reported at least one inadequate building than schools in other community types. However, 30 percent of rural/small town schools and 29 percent of schools in urban fringe/large towns also reported at least one inadequate building.

[5]Because each comparison is independent of the others, data from different comparisons should not be summarily "rolled up." For example, our analysis showed large schools were more likely to require above average spending than medium or small schools. Schools in central cities were more likely to require above average spending than those in the urban fringe/large towns or rural areas. Our analysis does not show, however, whether large schools in central cities were any more likely to require above average spending than large suburban schools. Several of our demographic variables do overlap, however; for example, we found that in 81 percent of large central city schools at least 70 percent of the students were poor and 50.5 percent or more were minority. Conversely, 79 percent of small rural/small town schools had less than 20 percent poor students and less than 5.5 percent minority students.

Background

Almost one-half of the nation's 80,000 public elementary and secondary schools are located in rural or small town areas; one-quarter, in urban fringes or large towns; and one-quarter, in central cities. About 70 percent of these schools serve 27 million elementary students, 24 percent serve 13.8 million secondary students, and 4 percent serve about 1 million students in combined elementary and secondary and other schools. More than one-half of the students in central city schools are members of a minority group, compared with 28 percent and 18 percent, respectively, of students in urban fringe/large towns and rural/small town public schools.[6]

The average new elementary school today costs about $6 million, and the average secondary school, about $15 million[7] to construct and has up to 150,000 square feet.[8] Accordingly, a school today is likely to have more than one building—an original building, some permanent additions to that building, and a variety of temporary buildings—each built at different times. Most well-maintained and periodically renovated buildings will continue to have a useful life equivalent to a new building.

Several state courts as well as the Congress have recognized that the quality of the learning environment affects the education children receive. Children's attending school in decent facilities is crucial to a high-quality learning environment. The term "decent facilities" was specifically defined by one court as those that are "structurally safe, contain fire safety measures, sufficient exits, an adequate and safe water supply, an adequate sewage disposal system, sufficient and sanitary toilet facilities and plumbing fixtures, adequate storage, adequate light, be in good repair and attractively painted as well as contain acoustics for noise control."[9]

Problems with school facilities, however, continue to surface. Many school facilities nationwide are in substandard condition and need major repairs due to leaking roofs, plumbing problems, and inadequate heating

[6]SASS by State: 1990-91 Schools and Staffing Survey: Selected States Results, Department of Education, National Center for Education Statistics, NCES-94-343 (Washington, D.C.: June 1994).

[7]Urban schools can cost much more. For example, a recently constructed science high school (Stuyvesant High School) in New York cost $151 million. See table I.1 in app. I for the frequency distribution of estimated costs to repair or upgrade schools to good overall condition.

[8]1994 School Construction Alert™School and College Construction Survey, Education Information Bureau, Market Data Retrieval, Dun & Bradstreet Corporation (Shelton, Conn.: 1994).

[9]Pauley v. Kelly, No. 75-C1268 (Kanawha County Cir. Ct., W. Va., May 1982).

systems or other system failures, according to widely quoted studies[10] conducted in recent years. Although these studies document some problems and provide much anecdotal information, different methodological problems limited their usefulness. Nevertheless, facility studies conducted by several states tend to corroborate these findings. Furthermore, the Department of Education has not assessed the condition of the nation's school facilities since 1965, when it found that almost one-half of schools nationwide had at least one defect in building features such as structural soundness or heating.[11]

Although localities generally finance construction and repair, with states playing varying roles,[12] federal programs provide some money to help localities offset the impact of federal activities (such as Impact Aid[13] to improve accessibility for the disabled) and to manage hazardous materials. Frequently, these programs do not offset all costs, however. For example, federal assistance provided for asbestos management under the Asbestos School Hazard Abatement Act of 1984 did not meet the needs of all affected schools. From 1988 through 1991, the Environmental Protection Agency (EPA) received 1,746 qualified applications totaling $599 million but only awarded $157 million to 586 school districts it considered to have the worst asbestos problems. EPA knew of the shortfall in federal assistance but believed that state and local governments should bear these costs.[14]

Because of the perception that federal programs—as well as state and local financing mechanisms—did not address the serious facilities needs of many of America's schools, the Congress passed the Education Infrastructure Act of 1994. The Congress then appropriated $100 million for grants to schools for repair, renovation, alteration, or construction. These funds were eliminated in 1995, however, by legislative efforts to balance the budget.

[10]Education Writers Association, Wolves at the Schoolhouse Door: An Investigation of the Condition of Public School Buildings (Washington, D.C.: 1989); American Association of School Administrators, Schoolhouse in the Red: A Guidebook for Cutting Our Losses (Arlington, Va.: 1992).

[11]Condition of Public School Plants 1964-65, U.S. Department of Health, Education, and Welfare, Office of Education, 1965.

[12]School Facilities: States' Financial and Technical Support Varies (GAO/HEHS-96-27, Nov. 28, 1995) and School Construction Specification and Financing, National Survey Data 1994, MGT of America, Inc., prepared for Hawaii's State Department of Education (Tallahassee, Fla.: 1994).

[13]The Impact Aid program, administered by the Department of Education, provided $12 million in fiscal year 1994 for building and renovating schools in districts that educate "federally connected" children, such as those whose parents live or work on military installations and Indian reservations.

[14]Toxic Substances: Information on Costs and Financial Aid to Schools to Control Asbestos (GAO/RCED-92-57FS, Jan. 15, 1992).

Physical and Environmental Conditions Varied Widely

Differences in Physical and Environmental Conditions Nationwide

As we previously reported, about one-third of schools nationwide with 14 million students reported at least one entire building—original, additional, or temporary—in need of extensive repair or replacement. Moreover, about 60 percent of schools nationwide, many in otherwise adequate condition, reported needing extensive repair, overhaul, or replacement of at least one major building feature, including roofs; framing, floors, and foundations; exterior walls, finishes, windows, and doors; interior finishes and trims; plumbing and heating; ventilation and air conditioning; electrical power; electrical lighting; and life safety codes. Most of these schools needed multiple features repaired. Heating, ventilation, and air conditioning (HVAC) systems were the most frequently reported building feature in need of such repair. Furthermore, schools with inadequate buildings and building features may be among the least prepared for 21st century technology needs.[15]

A large number of schools affecting many children also have unsatisfactory environmental conditions. Environmental factors we asked about included lighting, heating, ventilation, indoor air quality, acoustics for noise control, and energy efficiency and physical security of buildings.[16] About 58 percent of schools nationwide reported at least one unsatisfactory environmental condition. About 13 percent of schools reported five or more unsatisfactory conditions. Those conditions most frequently reported to be unsatisfactory were acoustics for noise control, ventilation, and physical security. We estimate that about 25 million students nationwide are attending schools with at least one unsatisfactory environmental condition. In addition to these environmental problems, three-quarters of schools responding to our survey said they had already spent funds during the last 3 years on requirements to remove or correct hazardous substances, such as asbestos (51 percent), lead in water or paint (21 percent), materials in underground storage tanks such as fuel oil

[15]GAO/HEHS-95-95, Apr. 4, 1995.

[16]Although question 20 on our survey lists flexibility of instructional space as an environmental factor, it is not included in this analysis of environmental conditions. The flexibility issue was addressed in GAO/HEHS-95-95, Apr. 4, 1995.

(15 percent), or radon (15 percent). Still, two-thirds reported they must spend funds in the next 3 years to comply with these same requirements—asbestos management (42 percent), lead (16 percent), underground storage tanks (10 percent), and radon (10 percent).

Differences in Physical Conditions by Region and State

The physical conditions reported by schools varied widely by regional and state locations and by other characteristics such as community type, percentage of minority and poor students served, and size and level of school. (See app. II for data on the condition of buildings and building features.) The percentage of schools reporting inadequate[17] buildings and inadequate building features varied by location and community type as well as by student and school characteristics. Figures 1 and 2 show the differences by state.

[17]Categories for rating building or building feature condition were excellent, good, adequate, fair, poor, or replace. A building or building feature was considered in inadequate condition if fair, poor, or replace was indicated.

Figure 1: Percent of Schools in Each State Reporting at Least One Inadequate Building

Note: A school may have more than one building.

Figure 2: Percent of Schools in Each State Reporting at Least One Inadequate Building Feature

Note: Building features we asked about included roofs; framing, floors, and foundations; exterior walls, finishes, windows, and doors; interior finishes; plumbing; HVAC systems; electrical power; and electrical lighting and life safety codes.

About 40 percent of the states and the western region overall had a proportion of schools that was more than the national average reporting at least one building (33 percent) or building feature (59 percent) in need of repair. States in which over 65 percent of the schools reported at least one inadequate building feature included Alaska, California, Delaware, District of Columbia, Maryland, Massachusetts, New Mexico, New York, Ohio, and West Virginia.

Differences in Physical Conditions by Other Characteristics

Although these schools were reported in every location, the largest proportion of such schools was in central cities—they were schools serving 50 percent or more minority or 70 percent or more poor students. For example, over 38 percent of schools in central cities reported at least one inadequate building, 9 percentage points higher than schools located in the urban fringe of large cities. Furthermore, 67 percent of central city schools (with almost 10 million students) reported at least one building feature needing repair or replacement compared with the overall average of 59 percent. Schools of all levels had nearly the same percentage of schools reporting at least one inadequate building, building feature, or both.

Recent studies explain somewhat these concentrations of school facilities problems. For example, a Department of Education study on school spending reported that, in central cities, where greater numbers of students live in poverty and cost more to educate than nonpoor students, schools by necessity must spend a greater portion of limited funds on instruction and less on repairing buildings or buying or repairing equipment.[18] Another study of urban schools with a more detailed analysis of this problem reported that an urban school district actually spends about 3.5 percent of its budget on facilities maintenance. Of this amount, however, 85 percent is for emergency repairs, and only the small amount remaining is spent on preventive maintenance. This, of course, leads to deferred maintenance and escalated costs.[19] During our visits to schools in large central cities, we found that the maintenance and repair budget in some districts was even lower—as little as 2 percent of the overall budget.

To put these amounts in perspective, in one urban district, the small amount allocated was only adequate to paint classrooms every 100 years and replace floor coverings every 50 years. One respondent commenting

[18]Disparities in Public School District Spending 1989-90, U.S. Department of Education, Office of Educational Research and Improvement, NCES 95-300 (Washington, D.C.: Feb. 1995).

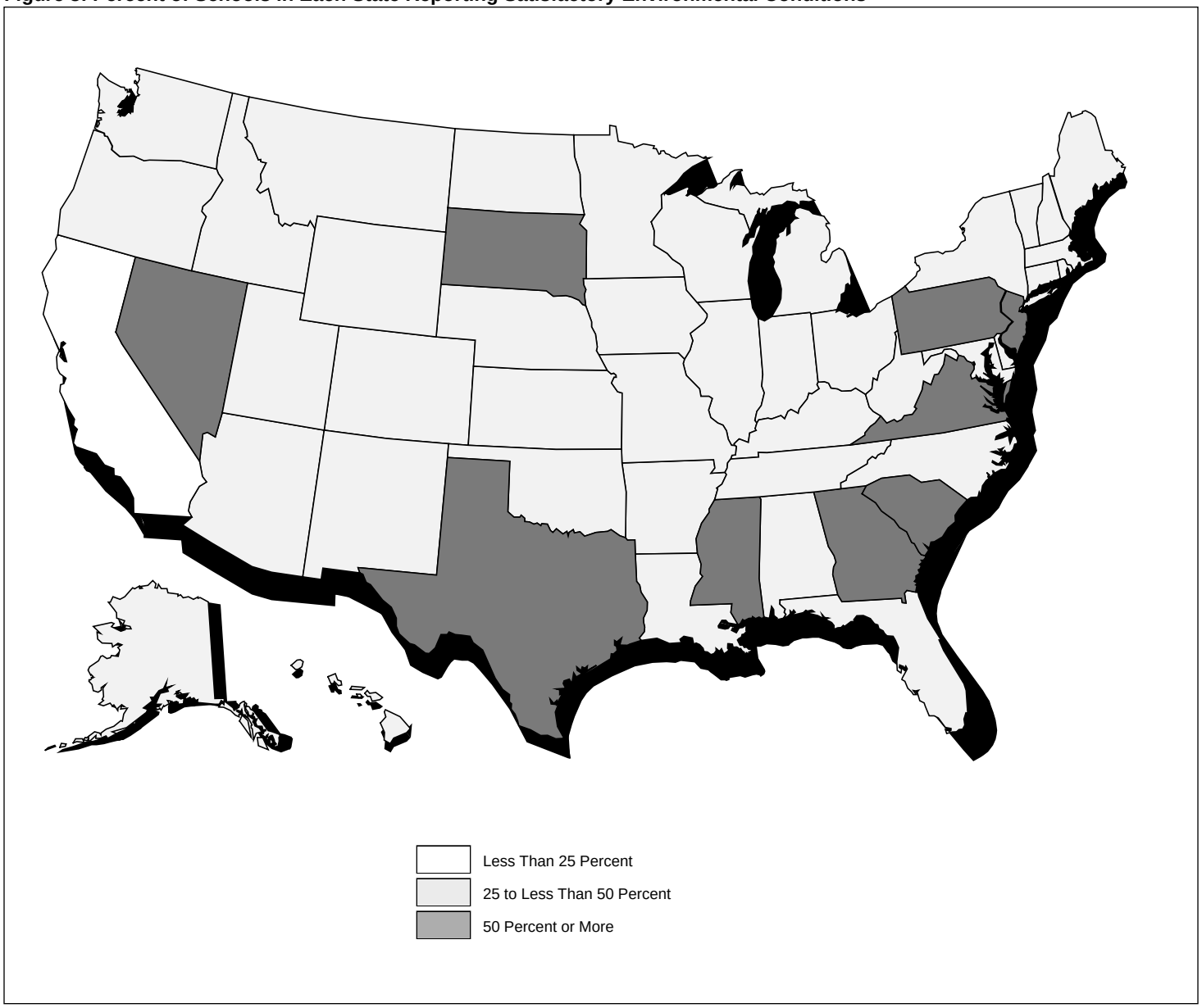
[19]GAO/HEHS-95-61, Feb. 1, 1995.

on the lack of funds said, "There needs to be standards developed that say a certain amount will always be available to facilities for repairs and maintenance. Maybe 5% of replacement cost each year...."

Differences in Environmental Conditions by Region and State

Although environmental problems were widespread—only nine states reported 50 percent or more of their schools in satisfactory environmental condition (see fig. 3)—greater concentrations of problems were found in certain states and in the western region of the country. For example, over 70 percent of the schools in seven states—Alaska, California, Florida, Massachusetts, New Hampshire, Oregon, and West Virginia—reported at least one unsatisfactory environmental condition. About 13 percent of all schools reported five or more unsatisfactory conditions. Alaska reported 30 percent of its schools in this condition.

Figure 3: Percent of Schools in Each State Reporting Satisfactory Environmental Conditions



Note: Environmental conditions we asked about included lighting, heating, ventilation, indoor air quality, acoustics for noise control, and energy efficiency and physical security of buildings.

Differences in Environmental Conditions by Other Characteristics

Other comparisons also showed differences in environmental conditions. High concentrations of schools with unsatisfactory environmental conditions were reported by schools in central cities, schools with 50.5 percent or more of minority students, and schools with 70 or more percent of students eligible for free or reduced-price lunch; 65 percent of central city schools had at least one unsatisfactory environmental condition. (See app. III for data on environmental conditions.)

Funding Needed for Repairs and Upgrades Varied Widely

Differences in Funding Needed for Repairs and Upgrades Nationwide

We estimated that schools nationwide needed to spend about $112 billion to repair or upgrade them into good overall condition. (See app. IV for data on estimated spending needs.) Given the confidence interval, the actual figure may be between $105 billion and $120 billion. Regarding the amount needed per school, the average school in America reported needing about $1.7 million to repair and upgrade schools to good overall condition. Only 16 percent of schools said that funding was not needed. About 21 percent reported needing to spend above the national average of $1.7 million per school. However, only 1 percent of schools reported needing to spend more than $15 million on any one school. (See table I.1 in app. I for the frequency distribution of amounts reported needed to repair or upgrade schools to good overall condition.)

Differences in Funding Reported Needed by Region and State

By region, the West and the Northeast each reported that about 24 percent of their schools needed above average spending. By state, the percent of schools needing to spend money to repair or upgrade schools to good overall condition ranged from 62 percent in Georgia to 97 percent in Delaware. The range in percent of schools reporting needing to spend more than the national average was from 6.0 percent of schools in Montana to about 48 percent in the District of Columbia. About 31 percent of the states reported needing above average spending on more than 25 percent of their schools. In contrast, the percent of schools in each state reporting that no money was needed ranged from a low of 3 percent in Delaware to a high of 38 percent in Georgia.

Figure 4: Percent of Schools in Each State That Estimated Needing to Spend More Than the National Average ($1.7 Million) **to Bring Facilities Into Good Overall Condition**

Fewer schools reported having both at least one unsatisfactory building and at least one unsatisfactory building feature. By state, the range was from about 16 percent of buildings in Iowa to about 50 percent in the

District of Columbia. Predictably, the average cost estimated for upgrading these schools was significantly more than for all schools: about $3.8 million per school.

Differences in Funding Needed by Other Characteristics

Schools in central cities estimated needing the most funding to restore schools to good condition. Rural schools estimated needing the least funding.

Large schools, secondary schools, schools serving 50.5 percent or more minorities, and schools serving 70 percent or more of students eligible for free or reduced-price lunch had the largest concentrations of schools requiring above average expenditures.

Funding Believed to Be Needed for Federal Mandates

Although a topic of much speculation, little was known about the amount of money spent or needed to be spent by schools nationwide to comply[20] with federal mandates. To determine what aspect of complying with these mandates has cost the most and what school officials think needs to be spent for schools to further comply with federal mandates, we asked a general set of questions about major types of mandates: removal or management of hazardous materials (asbestos, underground storage tanks, radon, and lead in paint/water) and other mandated requirements, such as those governing pesticides or other such chemicals and accessibility for the disabled. We asked what school officials believed they had spent in the past 3 years to gauge such spending as tempered by the realities of school budgets. We asked what school officials believed they needed to spend in the next 3 years to gauge need while not constraining respondents' estimates by what they thought feasible. Since our purpose was neither to check the accuracy of school officials' understanding of these statutes nor to conduct a compliance audit, we did not (1) cite or specify the contents of any of the specific statutes (see the wording of the questions in app. VI), (2) verify the information provided to us, or (3) assess compliance with federal mandates in our site visits. We reported the national-level information on federal mandates in our first report on school facilities' condition. We reported the detailed analyses of the accessibility data in School Facilities: Accessibility for the Disabled Still an Issue (GAO/HEHS-96-73, Dec. 29, 1995). (See app. V for spending needs data on asbestos and all federal mandates, including asbestos.)

[20]Frequently, state and local mandates and codes overlap federal mandates and are at least as stringent, if not more so. Therefore, assessing what spending for these purposes—managing environmental hazards or ensuring accessibility to school programs for the disabled—is attributable to federal laws or to state or local mandates is difficult.

Differences in Funding Believed to Be Needed for Federal Mandates Nationwide

In our first report in this series, we said that school officials reported that compliance with federal mandates only accounted for about 10 percent of the $112 billion needed to repair and upgrade schools. Three-quarters of all schools nationwide reported having spent $3.8 billion in the last 3 years to comply with federal mandates, and two-thirds of all schools reported needing an additional $11 billion[21] over the next 3 years to comply with federal mandates. Schools nationwide estimated that spending on accessibility will supplant spending on asbestos abatement as the largest share of spending on federal mandates in the next 3 years.

Regarding the amounts reported spent in the past 3 years,

- only 14 percent of schools reported having spent above the average of $67,000 on all federal mandates,
- 11 percent reported having spent above the average of $43,000 on asbestos management, and
- 10 percent reported having spent above the average of $40,000 on accessibility for the disabled.[22]

In contrast, regarding the amounts schools reported needed to be spent in the next 3 years,

- 15 percent reported needing to spend above the average of $177,000 per school on all federal mandates,
- 9 percent of schools reported needing to spend above the average of $71,000 on asbestos, and
- 12 percent reported needing to spend above the average of $124,000 on accessibility for the disabled.[23]

Differences in Funding Believed to Be Needed for Federal Mandates Varied Widely by Region and State

Of those schools reporting needing to spend money on federal mandates in the next 3 years, the amounts varied widely—individual school estimates of spending in the next 3 years ranged from $4.00 to $22 million. (See table I.1 in app. 1 for the distribution of the amounts reported.) The average estimate was $177,000 per school. Five states (Connecticut, Illinois,

[21]Further analysis at the state level showed that some of the information we had been given was likely to be erroneous. Therefore, a more conservative point estimate would be $9.2 billion.

[22]The median amounts reported spent in the last 3 years per school for all federal mandates was $12,500, the median amount estimated spent on asbestos was $5,500, and the median amount estimated spent on accessibility for the disabled was $6,500.

[23]The median amounts estimated for the next 3 years per school for all federal mandates was $50,000, the median amount estimated for asbestos was $10,000, and the median amount estimated needed for accessibility for the disabled was $39,500.

Maryland, Massachusetts, and New Jersey) and the District of Columbia estimated that over a third of their schools' spending on federal mandates will be above average.

The estimates of spending on federal mandates are very complex, however. For example, we know that 79 percent of Arizona's schools reported needing to spend money on federal mandates. Of these schools, 21 percent reported spending needs to be above average. Meanwhile, at least 60 percent of Connecticut's schools reported needing to spend money on federal mandates—a much lower percentage than Arizona. However, of those Connecticut schools that did need to spend, 47 percent estimated needing to spend above the national average.

Differences in Funding Believed to Be Needed for Federal Mandates by Other Characteristics

Schools most likely to report above average spending on federal mandates were those in central cities, those in the Midwest and the Northeast, large schools, secondary schools, and those schools in which greater than 50.5 percent of the students are minority. (See app. V.)

Number of Students Affected by Inadequate Conditions

Number of Students Nationwide Affected by Inadequate Conditions

About a third of the students in America, about 14 million, attended schools with one inadequate building. About 60 percent of the students in America, about 25 million, attended schools with at least one inadequate building feature. The same number—about 25 million—attended school in buildings with at least one unsatisfactory environmental condition (see fig. 4). About 12 million students (30 percent) attended schools with both problems—at least one inadequate building and one inadequate building feature. (See apps. II and III for data on students affected by inadequate or unsatisfactory conditions.)

Regional Differences in Number of Students Affected by Inadequate Conditions

The greatest percentage of students attending schools with at least one inadequate building, building feature, or unsatisfactory environmental condition or with multiple unsatisfactory conditions were in the West,[24] although the South had the greatest number of students attending these

[24]We cannot present state analyses of students affected by inadequate individual building features or environmental conditions because sampling errors were unacceptably large.

schools. For example, 42 percent or about 4 million students in the West attended schools reporting at least one inadequate building. Although the South had only 32 percent of its students attending such schools, that amounted to 4.7 million students.

Differences in Number of Students Affected by Inadequate Conditions by Other Characteristics

The greatest percentage and number of students attending schools with at least one inadequate building were found

- in central cities (38 percent or 5.6 million students),
- where the student body was 50.5 percent or more minority (42 percent or 4.8 million students), and
- where 70 percent or more of the students were eligible for free or reduced-price lunch (40 percent or 3.2 million students).

Large and small schools had about the same percent of schools affected (about 33 percent), but secondary schools with at least one inadequate building housed five times as many students (7.6 million) as elementary schools. Regarding level of school, combined elementary and secondary schools had the greatest percentage of students attending schools with at least one inadequate building (35 percent). The greatest number of students attending schools reporting at least one inadequate building were in elementary schools (8.3 million).

Similar patterns were observed for schools reporting inadequate building features, although the number of students affected was much larger. For example, 9.7 million or 67 percent of students in central cities attended schools reporting at least one inadequate building feature, such as plumbing.

Regarding students attending schools with at least one unsatisfactory environmental condition, the region with the highest percentage of schools affected was the West (68 percent), although the greatest concentration of students affected was in the South (8.0 million). By other characteristics, both the largest percentage and greatest number of students were

- located in central cities (65 percent or 9.4 million students),
- in large schools (61 percent or 13.8 million students),
- in student populations that had 50.5 percent or more minority enrollment (70 percent or 7.7 million), or

- in student populations that had 70 percent or more of students eligible for free or reduced-price lunch (65 percent or 5 million students).

However, combined (elementary and secondary) schools had the largest percent of students attending schools with at least one unsatisfactory environmental condition (65 percent), but the largest concentration of students was reported in elementary schools (15.1 million students).

Conclusions

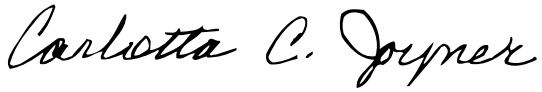
Data reported by school officials on the condition of America's schools highlight the complexity of the differences. New schools in excellent physical condition, conforming to all federal, state, and local mandates, may reside a few blocks from a functioning school in poor physical condition. Although the two-thirds of schools reported to be in satisfactory condition are found in every state, the one-third of schools reportedly not in satisfactory condition are also found in every state. Meanwhile, as widespread as these problems are, schools in unsatisfactory physical and environmental condition—in which over 14 million children are educated—are concentrated in central cities and serve large populations of poor or minority students. Some states have above average expenditures to repair and upgrade school facilities, but all states are affected. Similarly, virtually all communities, even some of the wealthiest, are wondering how to address school infrastructure needs while balancing them with other community priorities.

Agency Comments

The Department of Education reviewed a draft of this report and had no comments.

As agreed with your office, unless you publicly announce its contents earlier, we plan no further distribution of this report until 30 days from the date of this letter. At that time, we will send copies to interested parties and make copies available to others upon request. Copies of this report are also being sent to appropriate House and Senate Committees and all members of the Congress, the Secretary of Education, and other interested parties.

Please contact me on (202) 512-7014 or Eleanor L. Johnson, Assistant Director, on (202) 512-7209 if you or your staff have any questions. Major contributors to this report are listed in appendix VII.



Carlotta C. Joyner
Director, Education and
Employment Issues

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Abbreviations

EPA	Environmental Protection Agency
FTE	full-time equivalent
HVAC	heating, ventilation, and air conditioning
NCES	National Center for Education Statistics
SASS	School and Staffing Survey
SMSA	Standard Metropolitan Statistical Area

Technical Appendix

Scope and Methodology Overview

To determine the extent to which America's 80,000 schools have the physical capacity to support 21st century technology and education reform for all students, we surveyed a national sample of public schools and their associated districts and augmented the surveys with visits to selected schools' districts. We used various experts to advise us on the design and analysis of this project.[25]

We sent surveys to a nationally representative sample of about 10,000 public schools in over 5,000 associated school districts. For our sample, we used the public school sample for the Department of Education's 1993-94 Schools and Staffing Survey (SASS), which is a multifaceted, nationally representative survey sponsored by the National Center for Educational Statistics (NCES) and administered by the Bureau of the Census.

We asked about (1) the physical condition of buildings and major building features, such as roofs, framing, floors, and foundations; (2) the status of environmental conditions, such as lighting, heating, and ventilation; (3) how well schools could meet selected functional requirements of education reforms, such as having space for small- and large-group instruction; (4) the sufficiency of data, voice, and video technologies and the infrastructure to support these technologies; (5) the amount schools had spent in the last 3 years or planned to spend in the next 3 years on selected federal mandates; and (6) an estimate of the total cost of needed repairs, renovations, and modernizations to put all buildings in good overall condition. (See app. VI for a copy of the survey.)

We directed the survey to those officials who are most knowledgeable about facilities—such as facilities directors and other central office administrators of the districts that housed our sampled schools. Our analyses are based on responses from 78 percent of the schools sampled. Analyses of nonrespondent characteristics showed them to be similar to respondents. Findings from the survey have been statistically adjusted (weighted) to produce estimates that are representative at national and state levels. All data are self-reported, and we did not independently verify their accuracy. We conducted the bulk of our study between January 1994 and February 1995 (additional analyses were done through May 1996) in accordance with generally accepted government auditing standards.

[25]See School Facilities: Condition of America's Schools (GAO/HEHS-95-61, Feb. 1, 1995), app. III, for a complete list.

Survey Participants

For our review of the physical condition of America's schools, we wanted to determine physical condition and spending as perceived by the most knowledgeable school district personnel. To accomplish this, we mailed questionnaires to superintendents of school districts associated with a nationally representative sample of public schools. We asked the superintendents to have district personnel, such as facilities directors who were very familiar with school facilities, answer the questionnaires. The questionnaires gathered information about a variety of school facility issues, including spending associated with federal mandates. For our school sample, we used the sample for the 1993-94 SASS.

Sampling Strategy

The 1993-94 SASS sample is designed to give several types of estimates, including both national and state-level estimates. It is necessarily a very complex sample. Essentially, however, it is stratified by state and grade level (elementary, secondary, and combined). It also has separate strata for schools with large Native American populations and for Bureau of Indian Affairs schools. A detailed description of the sample and discussion of the sampling issues is contained in NCES' technical report on the 1993-94 SASS sample.[26]

Survey Response

We mailed our questionnaires to 9,956 sampled schools in 5,459 associated districts across the country in May 1994. We did a follow-up mailing in July 1994 and again in October 1994. After each mailing, we telephoned nonresponding districts to encourage their responses. We accepted returned questionnaires through early January 1995.

Of the 9,956 schools in the original sample, 393 were found to be ineligible for our survey.[27] Subtracting these ineligible schools from our original sample yielded an adjusted sample of 9,563 schools. The number of completed, usable school questionnaires returned was 7,478. Dividing the number of completed, usable returns by the adjusted sample yielded a school response rate of 78 percent.

We compared nonrespondents with respondents by urbanicity, location, state, race and ethnicity, and poverty and found few notable differences between the two groups. On the basis of this information, we assumed that

[26]Robert Abramson et al., 1993-94 Schools and Staffing Survey: Sample Design and Estimation, U.S. Department of Education, NCES.

[27]Reasons for ineligibility included school was no longer in operation, entity was not a school, entity was a private rather than public school, and entity was a postsecondary school only.

our respondents did not differ significantly from the nonrespondents.[28] Therefore, we weighted the respondent data to adjust for nonresponse and yield representative national estimates.

Analytic Decisions Regarding Spending Data

Analyses in this report on spending are based on data from three questions: questions 11, 13, and 14 (see app. VI). In all cases, the resulting distributions were severely skewed, making no single measure of central tendency adequate to describe the distribution. For an example, see table I.1.

Table I.1: Frequency Distribution of Amounts Reported Needed to Repair or Upgrade Schools to Good Overall Condition

Amount reported needed	Elementary schools	Secondary schools	Combined	Total (percent)[a]
$0	9,290	3,056	597	12,943 (16)
$1 to less than $100	22			22 (0)
$100 to less than $1,000	643	213	24	879 (1)
$1,000 to less than $100,000	10,179	3,276	500	13,955 (18)
$100,000 to less than $1 million	18,882	5,477	952	25,311 (32)
$1 million to less than $6 million	15,760	6,048	689	22,497 (28)
$6 million to less than $15 million	1,394	1,379	92	2,865 (4)
$15 million to less than $50 million	312	588	42	943 (1)
$50 million to less than $100 million		12	4	16 (0)
$100 million or more	19	5		23 (0)
Total (percent)[a]	**56,500 (71)**	**20,053 (25)**	**2,900 (4)**	**79,454 (100)**

[a]Slight discrepancies in row and column totals are due to rounding.

We only excluded outliers from our analyses for overwhelming reasons. For this survey, although less than 2 percent reported needing above $15 million, with the exception of one case discussed below, we thought it proper to include all of them. Although the average school construction cost in 1994 was $6 million for an elementary school and $15 million for a high school, secondary schools in urban areas can run more than $100 million. For example, recently constructed Stuyvesant High School in

[28]Detailed sample and response information for each sample stratum is available upon request from GAO. See app. VII for appropriate staff contacts.

New York cost $151 million to build. So, although not frequent, spending over $100 million is plausible. Also, because school officials may decide that replacing the old school through new construction is more prudent than repairing and upgrading an old building, we concluded that schools in bad condition that put down replacement cost in the survey for the "amount needed" were reasonable in doing so.

Our initial analyses in our first report on school facilities produced estimates at a national level. Upon examining data for reporting state-level estimates, we found an amount reported in one state that appeared to be out of range for a realistic estimate of the specific item in question. Because sample surveys use weights to produce population estimates and this particular respondent carried a large weight, this extreme amount greatly affected survey results for this item. Therefore, we adjusted this response to equal the median of the amounts reported for this item by other respondents in the same state. Unless otherwise noted, national averages in this report that involve this item in the computation use this adjusted amount.

Because of the wide range of amounts reported, sampling errors, particularly for state-level data, were particularly problematic (see the "Sampling Errors" section of this app.). Acceptable levels of precision were possible for the national average of dollar amounts needed per school, and for the percent of schools above and below average. We felt that giving the percent above and below average would give the reader a sense of the skewness of the data. We also needed to anchor these percentages with some dollar figures. The only dollar figures that were not affected by the sampling error problem were the actual dollar amounts reported in our sample.

Sampling Errors

All sample surveys are subject to sampling error, that is, the extent to which the results differ from what would be obtained if the whole population had received the questionnaire. Since the whole population does not receive the questionnaire in a sample survey, the true size of the sampling error cannot be known. It can be estimated, however, from the responses to the survey. The estimate of sampling error depends largely on the number of respondents and the amount of variability in the data.

Variability in the data is particularly relevant to this report. Analyses are based on the dollar amount reported by schools in response to questions about the total cost of all repairs/renovations/modernizations required to

put school buildings into good overall condition and past and future spending for selected federal mandates. The wide range of dollar amounts reported reduced the amount of precision with which we could produce dollar estimates. For this reason, we limited our dollar estimates to a national-level estimate of average and total dollars spent. We then examined proportions of schools that reported spending in these categories by a number of variables of interest.

A similar situation exists for the number of students affected by inadequate or unsatisfactory conditions. We did not report out the number of students affected for the state analyses because sampling errors for most states were too high (greater than ± 25 percent). We could, however, report out the number of students for the other analyses (region, community type, school level, school size, proportion of minority students, and proportion of students on free or reduced-price lunch).

Nonsampling Errors

In addition to sampling errors, surveys are also subject to other types of systematic error or bias that can affect results. This is especially true when respondents are asked to answer questions of a sensitive nature or inherently subject to error. Lack of understanding of these issues can also result in systematic error. Bias can affect both response rates and the way respondents answer particular questions. We cannot assess the magnitude of the effect of bias, if any, on survey results. Rather, possibilities of bias can only be identified and accounted for when interpreting results. This survey had three major possible sources of bias: (1) bias inherent in all self-ratings or self-reports, (2) the complexity of this particular task, and (3) sensitivity of compliance issues.

Bias inherent in self-rating may impact survey results because integrity of the data depends upon respondents' providing honest and accurate answers to survey questions. The results of this report are affected by the extent to which respondents accurately reported expenditures and the extent to which they provided accurate estimates for projected spending. When, as in this case, responses are not verified, the possibility of this kind of bias always exists.

Second, assessing the physical condition of buildings is also a very complex and technical undertaking. Moreover, many facilities problems, particularly the most serious and dangerous, are not visible to the naked eye. Further, any dollar estimates made of the cost to repair, retrofit, upgrade, or renovate are just that, estimates, unless the school has

recently completed such work. The only way school officials actually know what such work costs is to put it out for bid. Even then, cost changes may occur before the contracted work is completed. Therefore, estimates and evaluations reported are subject to inaccuracies.

A third kind of bias that may occur results from the sensitivity of compliance issues. In this case, our interest in securing information on compliance with federal mandates put us in a highly sensitive area. For example, respondents may have perceived that accurately reporting problems in providing access for disabled students would make the school vulnerable to lawsuits, despite assurances of confidentiality. Consequently, in such sensitive areas, schools may have tended toward underreporting or made conservative estimates.

Definitions of Analytic Characteristics

Definitions are based on those used for the 1990-91 Schools and Staffing Survey (SASS) conducted by the Department of Education, Office of Educational Research and Improvement.

Community Type

We used SASS designations for central city, urban fringe/large town, and rural/small town for community type.

Central City

A large central city (a central city of a Standard Metropolitan Statistical Area (SMSA)) with population greater than or equal to 400,000 or a population density greater than or equal to 6,000 per square mile) or a mid-size central city (a central city of an SMSA but not designated a large central city).

Urban Fringe/Large Town

Urban fringe of a large or mid-size central city (a place within an SMSA of a large or mid-size central city and defined as urban by the Bureau of the Census) or a large town (a place not within an SMSA but with a population greater than or equal to 25,000 and defined as urban by the Bureau of the Census).

Rural/Small Town

Rural area (a place with a population of less than 2,500 and defined as rural by the Bureau of the Census) or a small town (a place not within an SMSA, with a population of less than 25,000, but greater than or equal to 2,500, and defined as urban by the Bureau of the Census).

School Level

We used elementary, secondary, and combined as defined below for school level.

- Elementary—A school that had grade six or lower or "ungraded" and no grade higher than the eighth.
- Secondary—A school that had no grade lower than the seventh or "ungraded" and had grade seven or higher.
- Combined—A school that had grades higher than the eighth and lower than the seventh.

Size of School

We designated schools as small, medium, or large according to school enrollment as follows:

- Small—A school with fewer than 300 students.
- Medium—A school with more than 299 but fewer than 600 students.
- Large—A school with more 600 students or more.

Minority Enrollment

We used the following SASS designations for minority students: American Indian or Alaskan Native; Asian or Pacific Islander; Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other culture or origin); and Black (not of Hispanic origin).

Geographic Region

We used the following four designations for region:

- Northeast—Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania.
- Midwest—Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas.
- South—Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, and Texas.
- West—Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Alaska, and Hawaii.

Proportion of Students Receiving Free or Reduced-Price Lunch

This calculation was based on survey question 4 ("What was the total number of full-time-equivalent (FTE) students enrolled in this school around the first of October 1993?") and survey question 25 ("Around the

first of October 1993, how many applicants in this school were approved for the National School Lunch Program?").

Data on Condition of Buildings and Building Features

We asked respondents to rank the overall condition of buildings and selected building features on an adequacy scale: excellent, good, adequate, fair, poor, or replace (see question 10 in app. VI for definitions). Overall condition includes both physical condition and the ability of the buildings to meet the functional requirements of instructional programs.

The tables in this appendix show the percentage of schools ranking the condition of buildings and selected building features as fair, poor, or replace (inadequate). Specifically, tables II.1 and II.2 show the estimated percentage of schools with inadequate buildings by building type. Tables II.3 and II.4 include the results for both buildings and building features, showing the estimated percentage of schools with at least one inadequate building, at least one inadequate building feature, or both. Tables II.5 through II.13 focus on individual building features, showing the estimated percentage of schools with selected inadequate building features. With the exception of the state analyses, the tables on building features show the estimated number of students attending schools with inadequate conditions in addition to the estimated percentage of schools. We did not report these numbers for the state analyses due to particularly high sampling errors associated with these data.

Nationwide, about a third of the schools reported at least one entire building in need of extensive repair or replacement, and about 57 percent of schools, many in otherwise adequate condition, reported needing extensive repair, overhaul, or replacement of at least one major building feature.

Table II.1: Estimated Percent of Schools With at Least One Building in Inadequate Condition by State

State	Percent of schools reporting at least one inadequate original building	Percent of schools reporting at least one inadequate attached and/or detached permanent addition	Percent of schools reporting at least one inadequate temporary building	Percent of schools reporting at least one inadequate on-site building
Alabama	32.5	19.1	31.5	39.1
Alaska	36.7	21.7	22.8	44.6
Arizona	27.1	14.2	28.8	40.8
Arkansas	16.8	11.8	14.5	24.9
California	31.8	14.3	24.3	42.9
Colorado	21.3[a]	12.3[b]	16.5	32.2[a]
Connecticut	27.1	13.7	8.0	30.0
Delaware	30.0[b]	7.7	35.5[d]	40.5[b]
District of Columbia	49.3[a]	20.7[b]	0.0	49.3[a]

(continued)

State	Percent of schools reporting at least one inadequate original building	Percent of schools reporting at least one inadequate attached and/or detached permanent addition	Percent of schools reporting at least one inadequate temporary building	Percent of schools reporting at least one inadequate on-site building
Florida	18.3	10.7	20.9	31.2
Georgia	18.5	9.0	15.1	26.2
Hawaii	16.3	5.5	11.2	21.4
Idaho	27.4	14.9	13.3	31.9
Illinois	29.2	8.8	4.4	31.0
Indiana	28.1	11.5	2.6	29.2
Iowa	14.9	7.6	8.5	18.8
Kansas	33.7	14.5	18.8	38.3
Kentucky	24.0	12.9	17.7	30.9
Louisiana	28.0	8.7	24.8	38.6
Maine	34.5[a]	14.5	13.0	37.5[a]
Maryland	27.3	9.3	6.1	30.7
Massachusetts	37.8[a]	11.8	4.9	40.8[a]
Michigan	19.4	9.9	4.9	21.6
Minnesota	32.8	16.9	16.4	38.5
Mississippi	14.5	9.6	19.1	28.5
Missouri	24.0	3.8	11.7	27.3
Montana	16.5	7.9	7.9	20.4
Nebraska	29.5	9.7	6.4	35.2
Nevada	20.9	4.6	10.1	23.2
New Hampshire	33.4[a]	4.6	16.0[b]	38.4[a]
New Jersey	17.3	12.8	1.1	19.1
New Mexico	25.6	13.7	13.6	29.9
New York	28.6	8.5	5.7	32.8
North Carolina	25.0	9.6	24.5	36.1
North Dakota	20.5	10.0	6.7	23.0
Ohio	33.0	20.2	8.2	38.0
Oklahoma	27.1	11.3	16.0	30.5
Oregon	31.4	19.8	11.1	38.9
Pennsylvania	18.9	9.6	4.9	21.0
Rhode Island	29.3	13.8	0.0	29.3
South Carolina	21.2	13.6	29.4	36.9
South Dakota	20.1	12.0	8.4	21.3
Tennessee	18.6	10.6	14.0	27.2
Texas	22.6	13.2	13.2	27.1
Utah	34.4	22.0	3.4	34.1

(continued)

State	Percent of schools reporting at least one inadequate original building	Percent of schools reporting at least one inadequate attached and/or detached permanent addition	Percent of schools reporting at least one inadequate temporary building	Percent of schools reporting at least one inadequate on-site building
Vermont	18.6	13.9	18.0[b]	21.4
Virginia	20.8	16.1	10.8	27.4
Washington	37.6	16.9	25.2	44.2
West Virginia	39.5	25.3	15.8	41.9
Wisconsin	31.8	16.1	4.9	32.8
Wyoming	18.3	6.3	10.5	24.4

Note: Sampling errors are less than ±11 percentage points unless otherwise noted.

[a]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

[b]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

[c]Sampling errors are equal to or greater than 16 percentage points but less than 20 percentage points.

[d]Sampling errors are equal to or greater than 20 percentage points but less than 25 percentage points.

Table II.2: Estimated Percent of Schools With at Least One Building in Inadequate Overall Condition by Other Characteristics

Characteristic	Percent of schools reporting at least one inadequate original building	Percent of schools reporting at least one inadequate attached and/or detached permanent addition	Percent of schools reporting at least one inadequate temporary building	Percent of schools reporting at least one inadequate building of any type
Community type				
Central city	31.3	14.7	15.6	37.6
Urban fringe/large town	24.0	10.8	10.8	28.6
Rural/small town	24.1	11.8	14.9	30.3
Geographic region				
Northeast	25.9	10.6	5.8	28.8
Midwest	27.3	12.0	7.7	30.5
South	23.3	12.5	17.5	31.0
West	29.5	14.5	20.3	38.3
School size				
Small (1-299 students)	29.6	12.3	9.7	33.4
Medium (300-599 students)	24.7	12.9	14.6	30.2
Large (600+ students)	25.3	11.8	16.3	33.2
School level				
Elementary	26.1	11.5	13.8	31.8
Secondary	26.3	14.8	13.8	32.4
Combined	27.7	12.9	19.5	34.7
Proportion of students approved for free or reduced-price lunch				
Less than 20 percent	20.7	10.7	11.0	25.1
20 to less than 40 percent	23.5	12.6	13.5	28.6
40 to less than 70	28.0	12.7	15.6	34.9
70 percent or more	33.1	14.9	18.3	40.5
Proportion of minority students				
Less than 5.5 percent	24.6	10.5	10.9	28.7
5.5 to less than 20.5 percent	22.3	12.2	10.8	27.1
20.5 to less than 50.5 percent	25.6	13.1	14.9	33.0
50.5 percent or more	33.8	15.7	20.6	42.0

Note: All sampling errors are less than ±5 percentage points.

Table II.3: Estimated Percent of Schools With at Least One Inadequate Building, One Inadequate Building Feature, or Both by State

State	At least one inadequate building	At least one inadequate building feature	At least one inadequate building and building feature
Alabama	39.1	59.4	37.2
Alaska	44.6	69.4	44.5
Arizona	40.8	64.0	35.6
Arkansas	24.9	41.9	20.0
California	42.9	70.8	39.8
Colorado	32.2[a]	57.6	23.3[a]
Connecticut	30.0	57.5[a]	30.1
Delaware	40.5[b]	69.5[b]	30.8[b]
District of Columbia	49.3[a]	91.1	50.1[a]
Florida	31.2	57.2	24.8
Georgia	26.2	37.2	18.5
Hawaii	21.4	57.1	17.7
Idaho	31.9	56.2	31.0
Illinois	31.0	62.3	30.8
Indiana	29.2	56.2	28.1
Iowa	18.8	50.5	16.9
Kansas	38.3	54.6	33.8
Kentucky	30.9	59.3	29.3
Louisiana	38.6	49.9	34.2
Maine	37.5[a]	60.4[a]	35.5[a]
Maryland	30.7	66.6	30.9
Massachusetts	40.8[a]	75.0	40.1[a]
Michigan	21.6	51.8	21.6
Minnesota	38.5	56.8	32.7
Mississippi	28.5	49.5	20.5
Missouri	27.3	47.5	23.1
Montana	20.4	44.8	18.5
Nebraska	35.2	44.5	28.7
Nevada	23.2	41.8	22.1
New Hampshire	38.4[a]	58.8[a]	36.4[a]
New Jersey	19.1	53.0[a]	19.1
New Mexico	29.9	69.1	26.0
New York	32.8	67.3	32.5
North Carolina	36.1	55.1	28.5
North Dakota	23.0	48.6	20.3
Ohio	38.0	76.1	34.9

(continued)

State	At least one inadequate building	At least one inadequate building feature	At least one inadequate building and building feature
Oklahoma	30.5	54.4	27.3
Oregon	38.9	62.7	29.6
Pennsylvania	21.0	41.9	19.2
Rhode Island	29.3	61.0[a]	29.3
South Carolina	36.9	51.8	29.0
South Dakota	21.3	44.6	19.2
Tennessee	27.2	56.5	25.2
Texas	27.1	46.0	23.2
Utah	34.1	62.5	33.0
Vermont	21.4	52.6[b]	19.5
Virginia	27.4	60.1	25.5
Washington	44.2	59.8	38.5
West Virginia	41.9	67.3	40.8
Wisconsin	32.8	48.9	31.5
Wyoming	24.4	48.7	19.5

Note: Sampling errors are less than ±11 percentage points unless otherwise noted.

[a]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

[b]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

Table II.4: Estimated Percent of Schools and Number of Students Attending Schools With at Least One Inadequate Building, One Inadequate Building Feature, or Both by Other Characteristics

	At least one inadequate building		At least one inadequate building feature		At least one inadequate building and building feature	
Characteristic	Percent of schools	Number of students (000s)	Percent of schools	Number of students (000s)	Percent of schools	Number of students (000s)
Community type						
Central city	37.6	5,575	66.6	9,653	35.0	5,222
Urban fringe/large town	28.6	3,500[a]	56.8	7,137	26.7	3,235[a]
Rural/small town	30.3	4,582	51.7	7,790	26.2	3,809[a]
Geographic region						
Northeast	28.8	1,991[b]	58.6	4,216	28.1	1,913[b]
Midwest	30.5	2,930	56.9	5,991	28.1	2,735[a]
South	31.0	4,720	53.0	7,919	26.7	4,035
West	38.3	4,032[a]	64.0	6,476	34.2	3,596[a]

(continued)

Characteristic	At least one inadequate building		At least one inadequate building feature		At least one inadequate building and building feature	
	Percent of schools	Number of students (000s)	Percent of schools	Number of students (000s)	Percent of schools	Number of students (000s)
School size						
Small (1-299 students)	33.4	1,566[c]	53.5	2,331[a]	29.9	1,335[c]
Medium (300-599 students)	30.2	4,472	56.6	8,276	27.3	3,974
Large (600+ students)	33.2	7,636	62.1	13,995	30.4	6,972
School level						
Elementary	31.8	8,349	57.5	15,128	29.0	7,564
Secondary	32.4	4,928	57.3	8,891	28.7	4,381
Combined	34.7	397[a]	57.7	583	29.6	335[b]
Proportion of students approved for free or reduced-price lunch						
Less than 20 percent	25.1	2,911[b]	51.5	5,998	22.3	2,638[b]
20 to less than 40 percent	28.6	2,614[a]	54.7	4,955	25.1	2,302[b]
40 to less than 70 percent	34.9	2,934[a]	58.9	5,170	31.0	2,611[b]
70 percent or more	40.5	3,242[b]	66.0	5,115	37.9	2,979[b]
Proportion of minority students						
Less than 5.5 percent	28.7	3,383	54.1	6,882	26.0	2,970
5.5 to less than 20.5 percent	27.1	2,591[b]	50.1	4,797	23.9	2,301[c]
20.5 to less than 50.5 percent	33.0	2,886[b]	58.4	5,167	29.5	2,559[b]
50.5 percent or more	42.0	4,809[a]	69.9	7,748	38.9	4,448[a]

Note: Sampling errors for estimates based on percent of schools are less than ±4 percentage points. Sampling errors for estimates based on number of students are less than ±11 percentage points unless otherwise noted.

[a]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

[b]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

[c]Sampling errors are equal to or greater than 16 percentage points but less than 20 percentage points.

Table II.5: Estimated Percent of Schools With Inadequate Building Features—Roofs, Framing, Floors, and Foundations; Exterior Walls, Finishes, Windows, and Doors; Interior Finishes; and Plumbing by State

State	Roofs	Framing, floors, foundations	Exterior walls, finishes, windows, doors	Interior finishes	Plumbing
Alabama	29.8	26.6	29.3	30.3	38.0
Alaska	33.0	26.7	37.7	34.8	33.4
Arizona	30.2	22.6	20.9	23.0	39.7
Arkansas	22.3	14.3	20.2	14.9	22.1
California	40.5	27.8	41.7	46.5	40.9
Colorado	26.2	9.1	24.1[a]	26.5[a]	27.9[a]
Connecticut	32.3[a]	11.3	22.8	22.1	25.1
Delaware	36.4[b]	18.2[a]	35.5[b]	37.7[b]	49.6[b]
District of Columbia	67.4[a]	50.9[a]	72.2[a]	46.3[b]	64.9[a]
Florida	23.3	19.6	24.7	32.5	31.7
Georgia	23.7	9.3	14.4	11.1	17.7
Hawaii	15.5	13.6	15.8	17.3	19.9
Idaho	30.6	19.5	18.3	18.5	31.8
Illinois	22.6	21.3	29.8	25.6	37.5
Indiana	15.1	14.0	21.5	21.1	29.1
Iowa	21.4	6.9	15.6	16.1	21.2
Kansas	27.8	20.3	27.0	26.5	32.4
Kentucky	34.2	14.3	26.2	22.6	24.5
Louisiana	28.4	24.0	31.3	29.6	24.8
Maine	38.4[a]	14.2	33.1	23.8	30.5
Maryland	33.3	21.3	30.1	27.1	26.2
Massachusetts	41.2[a]	22.7	41.4[a]	29.7	36.5[a]
Michigan	20.3[a]	10.6	22.2	18.3	21.8
Minnesota	31.7	20.9	29.5	25.0	32.9
Mississippi	27.2	17.9	22.1	21.2	28.2
Missouri	20.5	12.5	23.3	22.4	29.8
Montana	18.9	9.4	14.7	14.8	19.2
Nebraska	19.9	14.5	23.1	19.0	23.5
Nevada	18.2	23.9	27.4	18.9	15.8
New Hampshire	19.6	15.5	35.9[a]	24.3[a]	28.1[a]
New Jersey	25.1	12.1	18.4	18.3	19.7
New Mexico	28.8	21.1	22.5	21.2	42.6
New York	30.6	16.8	37.9	23.1	27.8
North Carolina	24.7	14.7	21.9	19.4	21.5
North Dakota	18.8	15.0	22.5	18.4	28.1

(continued)

State	Roofs	Framing, floors, foundations	Exterior walls, finishes, windows, doors	Interior finishes	Plumbing
Ohio	32.6	19.6	34.5	20.8	39.4
Oklahoma	25.7	18.3	21.8	22.1	31.6
Oregon	35.6	18.4	31.4	17.2	40.8
Pennsylvania	18.9	10.4	13.3	17.5	19.5
Rhode Island	22.6	25.6	34.7	19.2	27.3
South Carolina	27.6	20.7	24.3	26.0	28.2
South Dakota	25.7	17.3	21.6	22.0	25.0
Tennessee	21.5	9.6	12.6	11.1	21.0
Texas	22.6	15.1	16.4	18.5	26.4
Utah	31.8	33.8	21.1	14.2	32.7
Vermont	20.9	8.7	18.3[b]	19.6[b]	18.6[b]
Virginia	31.8	20.9	25.2	17.8	32.1
Washington	31.7	21.2	33.5	30.9	39.4
West Virginia	25.8	35.3	43.3	36.8	37.8
Wisconsin	17.5	18.2	23.1	19.0	23.5
Wyoming	24.0	10.3	18.0	13.5	18.9

Note: Sampling errors are less than ±11 percentage points unless otherwise noted.

[a]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

[b]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

Table II.6: Estimated Percent of Schools With Less-Than-Adequate Building Features—Heating, Ventilation, and Air Conditioning (HVAC); Electrical Power; Electrical Lighting; and Life Safety Codes by State

State	HVAC	Electrical power	Electrical lighting	Life safety codes	Total percent of schools with at least one inadequate building feature[a]
Alabama	42.7	24.5	30.5	24.6	59.4
Alaska	44.6	49.0	41.3	29.5	69.4
Arizona	37.7	36.1	31.6	28.0	64.0
Arkansas	19.1	14.1	18.6	9.4	41.9
California	41.2	32.1	42.5	20.8	70.8
Colorado	40.8[b]	31.4[b]	27.4[b]	16.7[b]	57.6
Connecticut	32.1	29.1[b]	21.4	27.7	57.5[b]
Delaware	48.0[c]	43.7[c]	37.6[c]	25.6[c]	69.5[c]

(continued)

State	HVAC	Electrical power	Electrical lighting	Life safety codes	Total percent of schools with at least one inadequate building feature[a]
District of Columbia	66.2[b]	49.9[c]	53.0[c]	50.7[b]	91.1
Florida	40.1	27.5	26.7	8.6	57.2
Georgia	16.3	17.4	13.7	9.9	37.2
Hawaii	36.8	27.3	16.8	5.0	57.1
Idaho	37.4	28.9	23.8	19.5	56.2
Illinois	45.0	28.3	27.9	24.0	62.3
Indiana	43.3	33.9	28.6	24.8	56.2
Iowa	24.6	17.3	21.7	12.8	50.5
Kansas	42.1	31.5	25.2	18.1	54.6
Kentucky	38.3	25.0	27.4	19.7	59.3
Louisiana	27.3	30.4	25.0	28.5	49.9
Maine	36.7[b]	24.1	17.9	25.1	60.4[b]
Maryland	50.0	35.4	34.2	22.4	66.6
Massachusetts	48.0[b]	34.4[b]	29.7	22.0	75.0
Michigan	28.9	24.2	23.1	13.4	51.8
Minnesota	41.3	26.3	22.7	27.5	56.8
Mississippi	26.0	20.5	19.4	16.5	49.5
Missouri	36.2	23.9	18.5	9.5	47.5
Montana	20.9	13.8	15.1	13.5	44.8
Nebraska	35.7	20.9	19.8	18.1	44.5
Nevada	29.6	18.0	15.5	14.9	41.8
New Hampshire	48.6[b]	32.6[b]	20.0	16.4	58.8[b]
New Jersey	32.9	20.8	20.4	14.9	53.0[b]
New Mexico	38.5	39.9	37.6	22.0	69.1
New York	36.5	18.5	13.0	11.0	67.3
North Carolina	33.7	19.2	19.9	20.1	55.1
North Dakota	32.1	18.9	17.6	14.6	48.6
Ohio	47.5	45.7	33.5	29.8	76.1
Oklahoma	35.7	27.3	26.3	24.3	54.4
Oregon	46.9	36.4	29.2	14.8	62.7
Pennsylvania	27.5	15.6	15.0	12.0	41.9
Rhode Island	35.3[b]	33.8	33.5	14.3	61.0[b]
South Carolina	24.6	24.0	22.2	13.9	51.8
South Dakota	29.0	20.6	16.1	21.6	44.6
Tennessee	35.7	18.5	15.6	21.4	56.5
Texas	25.8	17.5	18.4	15.8	46.0

(continued)

State	HVAC	Electrical power	Electrical lighting	Life safety codes	Total percent of schools with at least one inadequate building feature[a]
Utah	44.3	24.7	35.0	25.7	62.5
Vermont	39.6[c]	20.1[c]	21.0[c]	16.9[b]	52.6[c]
Virginia	35.2	24.5	23.5	18.5	60.1
Washington	51.9	36.2	37.9	36.4	59.8
West Virginia	56.9	28.9	35.9	30.7	67.3
Wisconsin	27.7	26.1	17.5	11.8	48.9
Wyoming	24.7	18.6	14.0	14.7	48.7

Note: Sampling errors are less than ±11 percentage points unless otherwise noted.

[a]Total includes features from tables II.5 and II.6.

[b]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

[c]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

Table II.7: Estimated Percent of Schools and Number of Students Attending Schools With Inadequate Building Features by Community Type

Building feature	Central city	Urban fringe/ large town	Rural/ small town
Roofs			
Percent of schools	32.8	26.9	23.9
Number of students (000s)	4,907	3,421[a]	3,575
Framing, floors, and foundations			
Percent of schools	22.2	15.1	16.7
Number of students (000s)	3,207[b]	1,868[c]	2,160[a]
Exterior walls, finishes, windows, and doors			
Percent of schools	34.3	24.8	22.4
Number of students (000s)	5,148	3,116[a]	3,246[a]
Interior finishes			
Percent of schools	29.8	23.4	20.8
Number of students (000s)	4,604[a]	2,959[b]	2,833[a]
Plumbing			
Percent of schools	34.2	27.0	28.6
Number of students (000s)	5,014	3,274[a]	3,952
HVAC			
Percent of schools	41.7	36.0	33.1
Number of students (000s)	6,022	4,516	4,900
Electrical power			
Percent of schools	31.8	26.7	22.7
Number of students (000s)	4,626	3,234[a]	3,166
Electrical lighting			
Percent of schools	29.4	26.3	21.7
Number of students (000s)	4,379[a]	3,320[a]	3,125[b]
Life safety codes			
Percent of schools	21.9	20.0	16.4
Number of students (000s)	3,032[b]	2,361[b]	2,221[a]
At least one inadequate building feature			
Percent of schools	66.6	56.8	51.7
Number of students (000s)	9,653	7,137	7,790

(Table notes on next page)

Note: Sampling errors for estimates based on percent of schools are less than ±4 percentage points. Sampling errors for estimates based on number of students are less than ±11 percentage points unless otherwise noted.

[a]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

[b]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

[c]Sampling errors are equal to or greater than 16 percentage points but less than 20 percentage points.

Table II.8: Estimated Percent of Schools and Number of Students Attending Schools With Inadequate Building Features by Geographic Region

Building feature	Northeast	Midwest	South	West
Roofs				
Percent of schools	28.3	23.3	26.2	33.8
Number of students (000s)	2,125[a]	2,449[b]	3,889	3,453[b]
Framing, floors, and foundations				
Percent of schools	14.8	16.4	17.9	22.6
Number of students (000s)	1,038[c]	1,531[d]	2,352[b]	2,327[d]
Exterior walls, finishes, windows, and doors				
Percent of schools	27.8	25.9	22.7	32.2
Number of students (000s)	2,136[a]	2,722[b]	3,289[b]	3,377[b]
Interior finishes				
Percent of schools	21.7	21.5	22.1	32.7
Number of students (000s)	1,584[d]	2,153[b]	3,126	3,544[b]
Plumbing				
Percent of schools	25.5	30.3	27.5	36.4
Number of students (000s)	1,731[d]	3,015	3,890	3,618[b]
HVAC				
Percent of schools	35.6	38.0	32.7	40.7
Number of students (000s)	2,403[b]	3,999	4,984	4,070
Electrical power				
Percent of schools	22.2	28.9	22.9	31.8
Number of students (000s)	1,379[d]	3,106	3,397	3,151[b]
Electrical lighting				
Percent of schools	18.6	24.6	22.9	35.0
Number of students (000s)	1,128[d]	2,617[b]	3,393[b]	3,699[b]
Life safety codes				
Percent of schools	15.6	19.8	18.2	21.7
Number of students (000s)	988[c]	2,012[a]	2,456[b]	2,174[d]

(continued)

Building feature	Northeast	Midwest	South	West
At least one inadequate building feature				
Percent of schools	58.6	56.9	53.0	64.0
Number of students (000s)	4,216	5,991	7,919	6,476

Note: Sampling errors for estimates based on percent of schools are less than ±4 percentage points. Sampling errors for estimates based on number of students are less than ±11 percentage points unless otherwise noted.

[a]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

[b]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

[c]Sampling errors are equal to or greater than 20 percentage points but less than 25 percentage points.

[d]Sampling errors are equal to or greater than 16 percentage points but less than 20 percentage points.

Table II.9: Estimated Percent of Schools and Number of Students Attending Schools With Inadequate Building Features by School Size

	School size		
Building feature	Small (1-299 students)	Medium (300-599 students)	Large (600+ students)
Roofs			
Percent of schools	25.6	25.1	32.0
Number of students (000s)	1,032[a]	3,684	7,200
Framing, floors, and foundations			
Percent of schools	18.4	18.4	16.9
Number of students (000s)	747[b]	2,665[b]	3,835[c]
Exterior walls, finishes, windows, and doors			
Percent of schools	26.1	25.7	28.2
Number of students (000s)	1,184[b]	3,776	6,564
Interior finishes			
Percent of schools	23.3	22.8	26.7
Number of students (000s)	982[b]	3,332[c]	6,094
Plumbing			
Percent of schools	32.6	27.6	30.4
Number of students (000s)	1,452[a]	3,980	6,822
HVAC			
Percent of schools	35.9	35.3	38.5
Number of students (000s)	1,578[a]	5,150	8,728
Electrical power			
Percent of schools	27.8	25.4	26.6

(continued)

Building feature	School size		
	Small (1-299 students)	Medium (300-599 students)	Large (600+ students)
Number of students (000s)	1,280[b]	3,706	6,047
Electrical lighting			
Percent of schools	25.4	24.3	26.3
Number of students (000s)	1,122[b]	3,550	6,166
Life safety codes			
Percent of schools	20.0	18.4	18.9
Number of students (000s)	889[d]	2,590[c]	4,151[c]
At least one inadequate building feature			
Percent of schools	53.5	56.6	62.1
Number of students (000s)	2,331[c]	8,276	13,995

Note: Sampling errors for estimates based on percent of schools are less than ±4 percentage points. Sampling errors for estimates based on number of students are less than ±11 percentage points unless otherwise noted.

[a]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

[b]Sampling errors are equal to or greater than 16 percentage points but less than 20 percentage points.

[c]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

[d]Sampling errors are equal to or greater than 20 percentage points but less than 25 percentage points.

Table II.10: Estimated Percent of Schools and Number of Students Attending Schools With Inadequate Building Features by School Level

Building feature	Elementary	Secondary	Combined
Roofs			
Percent of schools	27.2	27.4	30.5
Number of students (000s)	7,167	4,413	336[a]
Framing, floors, and foundations			
Percent of schools	18.3	16.7	20.3
Number of students (000s)	4,635	2,396[b]	216[c]
Exterior walls, finishes, windows, and doors			
Percent of schools	26.3	26.9	29.4
Number of students (000s)	7,012	4,205	308[a]
Interior finishes			
Percent of schools	24.4	22.8	27.0
Number of students (000s)	6,489	3,625	295[a]
Plumbing			
Percent of schools	30.0	29.1	32.4
Number of students (000s)	7,503	4,417	335[a]
HVAC			
Percent of schools	35.9	38.2	35.3
Number of students (000s)	9,179	5,909	368[b]
Electrical power			
Percent of schools	26.4	26.6	26.1
Number of students (000s)	6,717	4,083	233[a]
Electrical lighting			
Percent of schools	25.3	25.0	25.1
Number of students (000s)	6,682	3,910	245[a]
Life safety codes			
Percent of schools	18.7	19.7	20.0
Number of students (000s)	4,517	2,912[b]	200[c]
At least one inadequate building feature			
Percent of schools	57.5	57.3	57.7
Number of students (000s)	15,128	8,891	583

Note: Sampling errors for estimates based on percent of schools are less than ±4 percentage points. Sampling errors for estimates based on number of schools are less than ±11 percentage points unless otherwise noted.

[a]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

[b]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

[c]Sampling errors are equal to or greater than 16 percentage points but less than 20 percentage points.

Table II.11: Estimated Percent of Schools and Number of Students Attending Schools With Inadequate Building Features by Proportion of Students Approved for Free or Reduced-Price Lunch

	Proportion of students approved for free or reduced-price lunch			
Building feature	Less than 20 percent	20 to less than 40 percent	40 to less than 70 percent	70 percent or more
Roofs				
Percent of schools	21.7	26.6	27.5	32.3
Number of students (000s)	2,517[a]	2,610[a]	2,367[a]	2,634[a]
Framing, floors, and foundations				
Percent of schools	11.2	15.4	17.7	26.5
Number of students (000s)	1,100[b]	1,483[b]	1,535[b]	1,909[b]
Exterior walls, finishes, windows, and doors				
Percent of schools	20.1	24.9	27.6	34.7
Number of students (000s)	2,428[b]	2,294[a]	2,530[a]	2,674[a]
Interior finishes				
Percent of schools	17.5	21.8	25.7	33.4
Number of students (000s)	1,943[b]	2,079[a]	2,319[a]	2,638[a]
Plumbing				
Percent of schools	23.5	28.8	31.0	36.7
Number of students (000s)	2,565[a]	2,524[a]	2,647[a]	2,803[a]
HVAC				
Percent of schools	35.2	34.9	37.0	39.7
Number of students (000s)	4,088[c]	3,203[c]	3,165[c]	3,008[a]
Electrical power				
Percent of schools	23.1	24.4	27.9	31.1
Number of students (000s)	2,594[a]	2,178[a]	2,390[a]	2,415[a]
Electrical lighting				
Percent of schools	21.7	23.6	25.6	30.0
Number of students (000s)	2,483[b]	2,123[a]	2,277[a]	2,420[b]
Life safety codes				
Percent of schools	16.4	16.7	19.7	24.3
Number of students (000s)	1,727[b]	1,617[b]	1,577[b]	1,746[b]

(continued)

Building feature	Proportion of students approved for free or reduced-price lunch: Less than 20 percent	20 to less than 40 percent	40 to less than 70 percent	70 percent or more
At least one inadequate building feature				
Percent of schools	51.5	54.7	58.9	66.0
Number of students (000s)	5,998	4,955	5,170	5,115

Note: Sampling errors for estimates based on percent of schools are less than ±4 percentage points. Sampling errors for estimates based on number of students are less than ±11 percentage points unless otherwise noted.

[a]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

[b]Sampling errors are equal to or greater than 16 percentage points but less than 20 percentage points.

[c]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

Table II.12: Estimated Percent of Schools and Number of Students Attending Schools With Inadequate Building Features by Proportion of Minority Students

Building feature	Proportion of minority students: Less than 5.5 percent	5.5 to less than 20.5 percent	20.5 to less than 50.5 percent	50.5 percent or more
Roofs				
Percent of schools	25.6	20.4	30.7	34.5
Number of students (000s)	3,271	2,002[a]	2,723[a]	3,918[b]
Framing, floors, and foundations				
Percent of schools	16.3	12.8	17.3	26.7
Number of students (000s)	1,812[a]	1,122[c]	1,411[c]	2,901[a]
Exterior walls, finishes, windows, and doors				
Percent of schools	22.8	21.7	26.2	38.6
Number of students (000s)	2,710	2,088[c]	2,260[a]	4,463[b]
Interior finishes				
Percent of schools	19.2	18.7	25.7	37.0
Number of students (000s)	2,158[b]	1,681[c]	2,319[a]	4,247[b]
Plumbing				
Percent of schools	28.2	25.3	28.5	38.6

(continued)

Building feature	Proportion of minority students: Less than 5.5 percent	5.5 to less than 20.5 percent	20.5 to less than 50.5 percent	50.5 percent or more
Number of students (000s)	3,184	2,337[a]	2,360[a]	4,372[b]
HVAC				
Percent of schools	34.6	33.6	35.5	43.4
Number of students (000s)	4,255	3,270[a]	3,206[b]	4,720[b]
Electrical power				
Percent of schools	25.0	21.9	23.6	36.1
Number of students (000s)	3,056	2,000[a]	2,048[a]	3,928[b]
Electrical lighting				
Percent of schools	22.5	21.4	25.2	33.7
Number of students (000s)	2,732	2,051[c]	2,154[a]	3,899[b]
Life safety codes				
Percent of schools	18.1	15.4	17.7	25.5
Number of students (000s)	2,023[b]	1,424[c]	1,543[c]	2,640[a]
At least one inadequate building feature				
Percent of schools	54.1	50.1	58.4	69.9
Number of students (000s)	6,882	4,797	5,167	7,748

Note: Sampling errors for estimates based on percent of schools are less than ±4 percentage points. Sampling errors for estimates based on number of students are less than ±11 percentage points unless otherwise noted.

[a]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

[b]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

[c]Sampling errors are equal to or greater than 16 percentage points but less than 20 percentage points.

Data on Environmental Conditions

We asked school officials to rate how satisfactory or unsatisfactory a set of environmental conditions (which we called "environmental factors" in the survey) were in the school's on-site buildings. We reported the analyses of responses of other environmental conditions—lighting, heating, ventilation, indoor air quality, acoustics for noise control, flexibility of instructional space, and physical security of buildings—in a previous report in this series, School Facilities: America's Schools Not Designed or Equipped for 21st Century (GAO/HEHS-95-95, Apr. 4, 1995). Nationwide, about 69 percent of schools reported at least one unsatisfactory condition: about 41 percent reported unsatisfactory energy efficiency; about 28 percent of schools reported unsatisfactory acoustics for noise control; about 27 percent reported unsatisfactory ventilation; about 24 percent reported unsatisfactory physical security of buildings; about 19 percent reported unsatisfactory heating; about 19 percent reported unsatisfactory indoor air quality; and about 16 percent reported unsatisfactory lighting.

This appendix provides data on state and other analyses of the number of unsatisfactory environmental factors reported by schools. In addition to showing the estimated percentage of schools with unsatisfactory environmental conditions, table III.5 through III.10 also show the estimated number of students attending these schools.

Table III.1: Estimated Percent of Schools With Unsatisfactory Environmental Conditions by State

	Percent of schools reporting		
State	No unsatisfactory environmental conditions	1-4 unsatisfactory environmental conditions	5 or more unsatisfactory environmental conditions
Alabama	42.3	40.2	17.5
Alaska	27.5	42.3	30.1
Arizona	43.2	42.6	14.2
Arkansas	48.5	45.2	6.3
California	23.0	57.0	20.0
Colorado	46.8	39.4[a]	13.7
Connecticut	40.0[a]	48.4[a]	11.6
Delaware	47.2[b]	35.4[b]	17.4[a]
District of Columbia	31.7[a]	41.7[a]	26.7[a]
Florida	28.4	56.5	15.1
Georgia	60.5	32.9	6.5
Hawaii	34.4	58.8	6.8
Idaho	46.8	35.1	18.1

(continued)

State	Percent of schools reporting: No unsatisfactory environmental conditions	1-4 unsatisfactory environmental conditions	5 or more unsatisfactory environmental conditions
Illinois	42.4	42.6	15.0
Indiana	44.4	37.1	18.4
Iowa	48.6	40.0	11.5
Kansas	33.0	48.7	18.3
Kentucky	47.0	39.9	13.1
Louisiana	43.5	50.7	5.9
Maine	41.0[a]	37.1[a]	21.9
Maryland	36.7	52.6	10.8
Massachusetts	28.7	47.2[a]	24.1
Michigan	43.4	44.6	12.0
Minnesota	44.8	41.4	13.7
Mississippi	50.9	40.9	8.1
Missouri	48.8	45.2	6.0
Montana	44.9	50.3	4.8
Nebraska	44.5[a]	41.8	13.8
Nevada	60.5	27.1	12.4
New Hampshire	29.4	51.8[a]	18.9
New Jersey	53.9[a]	38.0	8.1
New Mexico	36.8	49.2	14.0
New York	39.6	49.2	11.1
North Carolina	41.3	46.3	12.4
North Dakota	45.1	40.8	14.1
Ohio	32.0	57.5	10.5
Oklahoma	46.6	39.6	13.8
Oregon	26.2	52.9	20.9
Pennsylvania	51.7	38.8	9.4
Rhode Island	38.9[a]	42.9[a]	18.2
South Carolina	53.5	37.4	9.1
South Dakota	59.5	30.2	10.3
Tennessee	47.6	44.4	8.0
Texas	50.5	42.5	7.0
Utah	41.8	46.4	11.8
Vermont	48.7[b]	34.5[b]	16.8
Virginia	51.9	37.2	11.0
Washington	34.5	38.3	27.3

(continued)

State	Percent of schools reporting: No unsatisfactory environmental conditions	1-4 unsatisfactory environmental conditions	5 or more unsatisfactory environmental conditions
West Virginia	28.2	44.7	27.1
Wisconsin	49.5	41.7	8.9
Wyoming	45.2	51.4	3.3

Note: Sampling errors are less than ±11 percentage points unless otherwise noted.

[a]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

[b]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

Table III.2: Estimated Percent of Schools With Unsatisfactory Environmental Conditions by Other Characteristics

Characteristic	Percent of schools reporting		
	No unsatisfactory environmental conditions	1-4 unsatisfactory environmental conditions	5 or more unsatisfactory environmental conditions
Community type			
Central city	34.9	49.7	15.4
Urban fringe/large town	41.5	45.6	12.8
Rural/small town	46.1	41.9	11.9
Geographic region			
Northeast	43.2	43.7	13.0
Midwest	42.7	44.7	12.6
South	45.8	43.5	10.7
West	32.5	49.5	18.1
School size			
Small (1-299 students)	42.2	43.5	14.3
Medium (300-599 students)	43.1	43.9	13.1
Large (600+ students)	39.1	48.5	12.5
School level			
Elementary	41.9	45.0	13.1
Secondary	41.3	45.3	13.4
Combined	38.9	47.5	13.6
Proportion of students approved for free or reduced-price lunch			
Less than 20 percent	45.0	44.6	10.3
20 to less than 40 percent	46.4	42.5	11.1
40 to less than 70 percent	39.4	44.8	15.8
70 percent or more	35.3	48.9	15.8
Proportion of minority students			
Less than 5.5 percent	45.9	41.9	12.2
5.5 to less than 20.5 percent	46.2	42.2	11.6
20.5 to less than 50.5 percent	41.1	45.8	13.0
50.5 percent or more	30.0	53.2	16.9

Note: All sampling errors are less than ±5 percentage points.

Table III.3: Estimated Percent of Schools With Unsatisfactory Environmental Conditions—Lighting, Heating, Ventilation, Indoor Air Quality—by State

State	Lighting	Heating	Ventilation	Indoor air quality
Alabama	14.7	22.0	26.1	23.2
Alaska	28.1	38.9	51.9	49.9
Arizona	15.7	19.9	29.5	19.6
Arkansas	7.5	7.9	11.9	10.0
California	31.1	24.7	28.8	21.8
Colorado	21.7[a]	29.3[a]	37.2[a]	24.0
Connecticut	9.3	23.8	35.3[a]	18.5
Delaware	9.1	25.6[b]	30.3[b]	26.4[b]
District of Columbia	40.2[b]	31.0[a]	33.9[a]	31.5[a]
Florida	16.0	17.8	34.6	30.6
Georgia	6.9	11.8	12.4	7.7
Hawaii	7.6	6.0	26.2	20.9
Idaho	13.2	19.8	36.5	25.5
Illinois	14.2	21.0	29.2	18.6
Indiana	22.8	20.7	28.8	21.2
Iowa	9.5	11.1	24.2	17.1
Kansas	21.5	22.3	35.2	24.1
Kentucky	14.6	17.7	25.6	19.2
Louisiana	18.4	17.5	7.2	6.3
Maine	9.6	19.7	28.7	30.1
Maryland	18.0	19.2	28.8	20.5
Massachusetts	19.9	32.8	41.9[a]	30.9
Michigan	12.0	16.7	25.3	15.4
Minnesota	11.9	15.0	35.5	30.1
Mississippi	8.0	10.9	9.4	8.8
Missouri	4.7	10.1	12.8	8.2
Montana	4.7	9.4	20.8	12.9
Nebraska	7.4	16.9	32.9	21.4
Nevada	15.7	21.0	22.6	20.4
New Hampshire	14.0	24.8	46.8[a]	27.2[a]
New Jersey	11.5	10.5	21.7	8.1
New Mexico	20.9	23.9	32.7	22.7
New York	15.8	20.9	36.5	24.1
North Carolina	17.4	14.0	23.4	17.7
North Dakota	10.7	20.1	28.6	24.0
Ohio	13.9	24.9	33.3	18.6
Oklahoma	16.2	18.7	20.6	16.8
Oregon	25.8	27.4	40.1	27.0

(continued)

State	Lighting	Heating	Ventilation	Indoor air quality
Pennsylvania	11.0	17.1	23.3	12.4
Rhode Island	25.4	25.8	28.9	29.8[a]
South Carolina	7.2	13.0	18.3	18.8
South Dakota	9.5	15.1	25.7	19.9
Tennessee	8.3	17.1	19.2	16.0
Texas	13.0	14.2	16.4	12.3
Utah	14.1	21.9	34.1	20.9
Vermont	10.5	22.7[a]	32.2[a]	25.4[a]
Virginia	14.4	16.6	21.7	19.8
Washington	24.0	30.4	41.9	32.4
West Virginia	23.9	34.1	46.5	31.3
Wisconsin	9.6	13.9	20.5	13.3
Wyoming	5.0	11.2	24.1	15.4

Note: Sampling errors are less than ±11 percentage points unless otherwise noted.

[a]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

[b]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

Table III.4: Estimated Percent of Schools With Unsatisfactory Environmental Conditions—Acoustics for Noise Control, Energy Efficiency, and Physical Security—by State

State	Acoustics for noise control	Energy efficiency	Physical security	Total percent of schools with at least one unsatisfactory environmental condition[a]
Alabama	32.8	47.3	35.7	57.7
Alaska	32.4	44.1	27.4	72.5
Arizona	26.4	38.4	25.3	56.8
Arkansas	17.5	34.2	21.2	51.5
California	34.2	60.5	41.2	77.0
Colorado	21.9	40.3[b]	13.3	53.2
Connecticut	28.4[b]	37.0[b]	22.3	60.0[b]
Delaware	19.3[b]	45.5[c]	22.3[b]	52.8[c]
District of Columbia	51.8[c]	54.4[b]	37.3[b]	68.3[b]
Florida	28.0	54.4	33.7	71.6
Georgia	11.9	31.9	16.8	39.5
Hawaii	37.7	16.9	39.7	65.6
Idaho	35.4	41.8	22.5	53.2
Illinois	29.1	38.2	23.6	57.6

(continued)

State	Acoustics for noise control	Energy efficiency	Physical security	Total percent of schools with at least one unsatisfactory environmental condition[a]
Indiana	33.0	36.6	18.4	55.6
Iowa	28.2	33.0	24.1	51.4
Kansas	30.3	50.1	21.9	67.0
Kentucky	26.4	44.5	21.0	53.0
Louisiana	27.5	48.2	29.6	56.5
Maine	42.6[b]	38.1[b]	33.3[b]	59.0[b]
Maryland	19.6	33.1	13.4	63.3
Massachusetts	41.3[b]	47.9[b]	27.9	71.3
Michigan	31.0	40.2	20.2	56.6
Minnesota	20.7	33.6	27.5	55.2
Mississippi	22.0	35.0	28.2	49.1
Missouri	22.5	36.9	14.5	51.2
Montana	22.9	33.5	18.0	55.1
Nebraska	26.1	38.5	21.3	55.5[b]
Nevada	7.6	31.6	13.7	39.5
New Hampshire	43.8[b]	50.8[b]	21.6	70.6
New Jersey	30.3	34.5	19.8	46.1[b]
New Mexico	32.1	36.7	24.1	63.2
New York	30.0	30.4	21.2	60.4
North Carolina	29.5	46.0	21.8	58.7
North Dakota	32.8	37.6	18.1	54.9
Ohio	39.6	41.6	23.5	68.0
Oklahoma	27.3	43.1	26.6	53.4
Oregon	31.8	55.4	28.7	73.8
Pennsylvania	16.7	38.2	12.8	48.3
Rhode Island	38.6[b]	39.7[b]	34.7[b]	61.1[b]
South Carolina	22.7	29.1	24.6	46.5
South Dakota	23.6	30.2	11.2	40.5
Tennessee	21.5	37.4	27.9	52.4
Texas	21.3	34.6	18.3	49.5
Utah	17.8	39.5	16.1	58.2
Vermont	22.9[b]	36.6[c]	22.8[c]	51.3[c]
Virginia	24.0	35.8	20.6	48.1

(continued)

State	Acoustics for noise control	Energy efficiency	Physical security	Total percent of schools with at least one unsatisfactory environmental condition[a]
Washington	39.7	46.6	34.6	65.5
West Virginia	44.0	57.5	34.4	71.8
Wisconsin	19.7	37.9	18.8	50.5
Wyoming	17.7	33.1	21.9	54.8

Note: Sampling errors are less than ±11 percentage points unless otherwise noted.

[a]Total includes environmental conditions from tables III.3 and III.4.

[b]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

[c]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

Table III.5: Estimated Percent of Schools and Number of Students Attending Schools With Unsatisfactory Environmental Conditions by Community Type

Environmental condition	Central city	Urban fringe/ large town	Rural/ small town
Lighting			
Percent of schools	20.4	17.3	11.4
Number of students (000s)	2,980[a]	2,072[b]	1,621[a]
Heating			
Percent of schools	22.8	19.0	17.0
Number of students (000s)	3,185[c]	2,249[a]	2,440[c]
Ventilation			
Percent of schools	31.5	28.2	23.6
Number of students (000s)	4,663	3,502[c]	3,380
Indoor air quality			
Percent of schools	22.5	19.0	17.2
Number of students (000s)	3,441[a]	2,421[a]	2,482
Acoustics for noise control			
Percent of schools	31.6	26.3	26.8
Number of students (000s)	4,250[c]	3,024[a]	3,755
Energy efficiency			
Percent of schools	46.1	40.3	38.6
Number of students (000s)	6,412	4,944	5,531
Physical security			
Percent of schools	26.5	22.8	23.5
Number of students (000s)	4,023[c]	3,038[a]	3,562[c]
At least one unsatisfactory environmental condition			
Percent of schools	65.1	58.5	53.9
Number of students (000s)	9,400	7,322	8,007

Note: Sampling errors for estimates based on percent of schools are less than ±4 percentage points. Sampling errors for estimates based on number of students are less than ±11 percentage points unless otherwise noted.

[a]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

[b]Sampling errors are equal to or greater than 16 percentage points but less than 20 percentage points.

[c]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

Table III.6: Estimated Percent of Schools and Number of Students Attending Schools With Unsatisfactory Environmental Conditions by Geographic Region

Environmental condition	Northeast	Midwest	South	West
Lighting				
Percent of schools	13.8	12.8	13.7	23.8
Number of students (000s)	[a]	1,456[b]	1,992[c]	2,502[c]
Heating				
Percent of schools	20.3	18.2	16.3	24.3
Number of students (000s)	1,327[b]	1,878[c]	2,360[d]	2,322[c]
Ventilation				
Percent of schools	31.4	27.8	20.9	32.3
Number of students (000s)	2,204[c]	3,025	3,059	3,270[d]
Indoor air quality				
Percent of schools	19.9	18.4	16.8	23.5
Number of students (000s)	1,351[b]	2,057[c]	2,486[d]	2,458[c]
Acoustics for noise control				
Percent of schools	29.6	29.3	24.4	30.9
Number of students (000s)	1,859[c]	2,893	3,315	2,977[c]
Energy efficiency				
Percent of schools	37.0	38.7	40.3	49.5
Number of students (000s)	2,342[c]	3,854	5,940	4,769
Physical security				
Percent of schools	21.1	21.2	23.9	31.4
Number of students (000s)	1,519[b]	2,216[d]	3,524[d]	3,378[d]
At least one unsatisfactory environmental condition				
Percent of schools	56.8	57.3	54.2	67.5
Number of students (000s)	4,038	5,924	8,050	6,743

Note: Sampling errors for estimates based on percent of schools are less than ±4 percentage points. Sampling errors for estimates based on number of students are less than ±11 percentage points unless otherwise noted.

[a]We elected not to report an estimate due to the sampling error being greater than 25 percentage points.

[b]Sampling errors are equal to or greater than 16 percentage points but less than 20 percentage points.

[c]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

[d]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

Table III.7: Estimated Percent of Schools and Number of Students Attending Schools With Unsatisfactory Environmental Conditions by School Size

Environmental condition	Small (1-299 students)	Medium (300-599 students)	Large (600+ students)
Lighting			
Percent of schools	14.4	15.2	17.2
Number of students (000s)	[a]	2,211[b]	3,839[c]
Heating			
Percent of schools	18.9	19.3	19.4
Number of students (000s)	897[d]	2,749[c]	4,242
Ventilation			
Percent of schools	25.4	27.0	28.7
Number of students (000s)	1,158[e]	3,968	6,432
Indoor air quality			
Percent of schools	16.6	19.0	21.8
Number of students (000s)	700[e]	2,813[c]	4,839
Acoustics for noise control			
Percent of schools	31.0	27.6	26.2
Number of students (000s)	1,346[b]	3,983	5,716
Energy efficiency			
Percent of schools	41.8	40.7	41.4
Number of students (000s)	1,779[b]	5,915	9,210
Physical security			
Percent of schools	26.8	20.3	27.3
Number of students (000s)	1,216[e]	2,970[c]	6,452
At least one unsatisfactory environmental condition			
Percent of schools	57.8	56.9	60.9
Number of students (000s)	2,547[c]	8,404	13,804

Note: Sampling errors for estimates based on percent of schools are less than ±4 percentage points. Sampling errors for estimates based on number of students are less than ±11 percentage points unless otherwise noted.

[a]We elected not to report an estimate due to the sampling error being greater than 25 percentage points.

[b]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

[c]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

[d]Sampling errors are equal to or greater than 20 percentage points but less than 25 percentage points.

[e]Sampling errors are equal to or greater than 16 percentage points but less than 20 percentage points.

Table III.8: Estimated Percent of Schools and Number of Students Attending Schools With Unsatisfactory Environmental Conditions by School Level

Environmental condition	Elementary	Secondary	Combined
Lighting			
Percent of schools	16.3	13.8	15.0
Number of students (000s)	4,246[a]	2,285[a]	151[b]
Heating			
Percent of schools	18.8	20.6	18.6
Number of students (000s)	4,615	3,076	198[b]
Ventilation			
Percent of schools	26.4	29.2	27.0
Number of students (000s)	6,675	4,611	273[c]
Indoor air quality			
Percent of schools	19.1	19.4	21.8
Number of students (000s)	4,939	3,181	233[b]
Acoustics for noise control			
Percent of schools	28.3	26.8	32.2
Number of students (000s)	7,028	3,726	289[c]
Energy efficiency			
Percent of schools	41.1	41.3	43.1
Number of students (000s)	10,326	6,158	420
Physical security			
Percent of schools	22.9	27.4	28.8
Number of students (000s)	5,933	4,385	320[c]
At least one unsatisfactory environmental condition			
Percent of schools	58.1	58.7	61.1
Number of students (000s)	15,058	9,079	618

Note: Sampling errors for estimates based on percent of schools are less than ±4 percentage points. Sampling errors for estimates based on number of students are less than ±11 percentage points unless otherwise noted.

[a]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

[b]Sampling errors are equal to or greater than 16 percentage points but less than 20 percentage points.

[c]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

Table III.9: Estimated Percent of Schools and Number of Students Attending Schools With Unsatisfactory Environmental Conditions by Proportion of Students Approved for Free or Reduced-Price Lunch

	Proportion of students approved for free or reduced-price lunch			
Environmental condition	**Less than 20 percent**	**20 to less than 40 percent**	**40 to less than 70 percent**	**70 percent or more**
Lighting				
Percent of schools	14.3	13.2	15.8	19.1
Number of students (000s)	1,583[a]	1,280[a]	1,410[b]	1,549[b]
Heating				
Percent of schools	18.9	15.5	20.6	22.1
Number of students (000s)	2,038[c]	1,422[a]	1,726[a]	1,655[a]
Ventilation				
Percent of schools	26.1	23.5	28.3	30.6
Number of students (000s)	3,073[d]	2,154[c]	2,375[c]	2,408[c]
Indoor air quality				
Percent of schools	15.8	15.9	22.6	22.6
Number of students (000s)	1,919[c]	1,574[a]	1,863[a]	1,903[a]
Acoustics for noise control				
Percent of schools	24.1	27.0	29.4	32.8
Number of students (000s)	2,406[c]	2,401[c]	2,377[c]	2,384[c]
Energy efficiency				
Percent of schools	37.3	36.7	44.5	45.8
Number of students (000s)	4,094[d]	3,492[d]	3,758[d]	3,335[d]
Physical security				
Percent of schools	19.4	18.8	25.9	30.0
Number of students (000s)	2,469[a]	1,980[c]	2,158[c]	2,437[a]
At least one unsatisfactory environmental condition				
Percent of schools	55.0	53.6	60.6	64.7
Number of students (000s)	6,352	4,990	5,085	5,008

(Table notes on next page)

Note: Sampling errors for estimates based on percent of schools are less than ±4 percentage points. Sampling errors for estimates based on number of students are less than ±11 percentage points unless otherwise noted.

[a]Sampling errors are equal to or greater than 16 percentage points but less than 20 percentage points.

[b]Sampling errors are equal to or greater than 20 percentage points but less than 25 percentage points.

[c]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

[d]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

Table III.10: Estimated Percent of Schools and Number of Students Attending Schools With Unsatisfactory Environmental Conditions by Proportion of Minority Students

	Proportion of minority students			
Environmental condition	**Less than 5.5 percent**	**5.5 to less than 20.5 percent**	**20.5 to less than 50.5 percent**	**50.5 percent or more**
Lighting				
Percent of schools	12.1	14.3	16.0	22.9
Number of students (000s)	1,538[a]	1,181[b]	1,423[c]	2,540[c]
Heating				
Percent of schools	17.7	18.1	18.7	23.7
Number of students (000s)	2,209[d]	1,565[c]	1,661[c]	2,450[c]
Ventilation				
Percent of schools	25.6	25.4	27.4	31.4
Number of students (000s)	3,230	2,363[a]	2,467[a]	3,495[a]
Indoor air quality				
Percent of schools	17.5	17.6	20.4	22.9
Number of students (000s)	2,179[d]	1,678[c]	1,971[c]	2,522[a]
Acoustics for noise control				
Percent of schools	27.7	25.1	26.8	32.8
Number of students (000s)	3,228	2,124[a]	2,248[a]	3,440[a]
Energy efficiency				
Percent of schools	37.6	36.8	44.1	49.4
Number of students (000s)	4,562	3,233[a]	3,830[d]	5,274
Physical security				

(continued)

Environmental condition	Proportion of minority students: Less than 5.5 percent	5.5 to less than 20.5 percent	20.5 to less than 50.5 percent	50.5 percent or more
Percent of schools	21.6	21.3	22.7	33.3
Number of students (000s)	2,679[d]	2,066[c]	1,957[c]	3,934[d]
At least one unsatisfactory environmental condition				
Percent of schools	54.1	53.8	58.9	70.0
Number of students (000s)	6,867	4,929	5,212	7,741

Note: Sampling errors for estimates based on percent of schools are less than ±4 percentage points. Sampling errors for estimates based on number of students are less than ±11 percentage points unless otherwise noted.

[a]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

[b]Sampling errors are equal to or greater than 20 percentage points but less than 25 percentage points.

[c]Sampling errors are equal to or greater than 16 percentage points but less than 20 percentage points.

[d]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

Data on Estimated Funding Needs

The tables in this appendix show funding needed to bring schools into good overall condition nationwide, by state, and by other characteristics. Table IV.1 presents funding needs nationwide using dollar estimates. The confidence interval is presented as a percent. Table IV.2 presents estimated funding needs by state. Unfortunately, sampling errors of the average dollar amounts spent in each state were so high, in so many cases, that we had to find an alternate means of presenting funding needs. In this table we presented the percent of schools reporting needing to spend money to repair or upgrade schools to good overall condition and the percent of schools in each state reporting funding needs above and below the national average of $1.7 million per school. In addition, to convey an idea of the actual reported funding needs in each state, we presented the actual range of amounts reported by schools in our sample. Because these are data from the sample schools, in the universe of schools the lowest amount could be lower and the highest amount could be higher.

Table IV.3 is similar in presentation to table IV.2 but presents estimated funding needs by other characteristics—community type, geographic region, school size, school level, poverty (proportion of students approved for free or reduced-price lunch), and proportion of minority students.

Table IV.1: Estimated Funding Needs Nationwide

Description of estimate	Estimate	95-percent confidence interval (percent)
Total amount estimated needed to put America's schools into good overall condition	$112 billion[a]	±6.6
Of those schools needing to spend money to bring them into good overall condition		
Average amount estimated needed per school (total)	$1.7 million	±6.3
Average amount estimated needed by schools with at least one inadequate building and one inadequate building feature	$3.1 million	±7.4
Total amount estimated needed to spend on federal mandates	$10.7 billion[b]	±12.3
Of those schools reporting needing to spend on federal mandates		
Average amount estimated spent per school, last 3 years	$67,000	±11.6
Average amount estimated needing to spend per school, next 3 years	$177,000	±12.0

[a]Further analysis at the state level showed that some of the information provided to us was likely to be erroneous. Thus, a more conservative estimate is $111 billion.

[b]Further analysis at the state level showed that some of the information provided to us was likely to be erroneous. Thus, a more conservative estimate is $9.2 billion.

Table IV.2: Estimated Funding Needs by State

State	Percent of schools reporting needing to spend	Percent of schools reporting funding needs below or above the national average ($1,700,000)		Range of funding needs reported by schools in sample	
		Percent below	Percent above	Lowest amount	Highest amount
Alabama	84.0	63.1	20.9	$1,200	$10,000,000
Alaska	80.1	37.5	42.6	4,000	46,824,300
Arizona	84.7	55.1	29.7	400	30,000,000
Arkansas	77.7	69.4	8.3	200	10,650,000
California	87.1	61.4	25.7	600	30,000,000
Colorado	88.7	68.5[a]	20.2[a]	2,000	15,000,000
Connecticut	77.1	47.4[a]	29.7	600	35,000,000
Delaware	97.0	65.3[b]	31.7[b]	26,000	15,000,000
District of Columbia	96.6	47.8[a]	48.8[a]	240,000	25,700,000
Florida	84.8	51.0	33.8	354	28,970,500
Georgia	62.0	47.4	14.6	375	14,000,000
Hawaii	73.2	54.5	18.7	10,000	40,000,000
Idaho	86.6	73.3	13.3	500	20,000,000
Illinois	88.8	60.6	28.2	500	20,000,000
Indiana	85.0	48.7	36.3	1,800	75,155,500
Iowa	79.3	66.7	12.6	800	8,500,000
Kansas	88.2	71.0	17.2	500	15,000,000
Kentucky	81.1	54.9	26.2	500	200,000,000
Louisiana	87.6	63.9	23.6	1,000	10,000,000
Maine	84.7	72.8	11.8	200	16,000,000
Maryland	78.4	44.3	34.1	4	30,497,150
Massachusetts	91.9	73.5	18.4	300	23,490,000
Michigan	79.5	70.7	8.8	500	18,000,000
Minnesota	84.6	65.3	19.3	2,000	24,000,000
Mississippi	82.0	74.8	7.2	200	4,000,000
Missouri	89.5	75.8	13.7	300	10,000,000
Montana	70.4	64.4	6.0	250	12,000,000
Nebraska	75.3[a]	56.9[a]	18.4	900	19,000,000
Nevada	83.3	70.3	13.1	500	16,000,000
New Hampshire	87.4	72.0	15.4	250	8,500,000
New Jersey	86.9	70.6	16.4	400	30,000,000
New Mexico	93.7	67.8	25.8	1,000	19,000,000
New York	89.6	51.0	38.6	11,000	51,728,000
North Carolina	89.6	73.1	16.6	3,500	10,020,000

(continued)

State	Percent of schools reporting needing to spend	Percent of schools reporting funding needs below or above the national average ($1,700,000)		Range of funding needs reported by schools in sample	
		Percent below	Percent above	Lowest amount	Highest amount
North Dakota	88.5	81.7	6.7	200	100,000,000
Ohio	95.2	72.4	22.8	800	30,000,000
Oklahoma	83.2	74.7	8.4	1,000	6,260,000
Oregon	96.5	79.6	16.9	2,600	31,475,000
Pennsylvania	69.5	48.3	21.2	400	23,000,000
Rhode Island	81.2	71.3	9.9	50	8,000,000
South Carolina	78.4	50.4	28.0	500	12,800,000
South Dakota	78.0	68.5	9.4	200	10,100,000
Tennessee	74.7	62.2	12.5	500	100,500,000
Texas	76.3	60.4	15.8	375	18,000,000
Utah	91.2	71.4	19.8	500	20,779,818
Vermont	81.6	68.3[a]	13.3	100	7,573,032
Virginia	80.9	52.1	28.9	1,000	26,128,000
Washington	89.0	46.7	42.3	300	60,000,000
West Virginia	87.7	69.6	18.1	10,000	14,000,000
Wisconsin	78.8	65.6	13.2	200	7,567,000
Wyoming	82.5	74.0	8.5	500	16,900,000

Note: Sampling errors are less than ±11 percentage points unless otherwise noted.

[a]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

[b]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

Table IV.3: Estimated Funding Needs by Other Characteristics

Characteristic	Percent of schools reporting needing to spend	Percent of schools reporting funding needs below or above the national average ($1,700,000)		Range of funding needs reported by schools in sample	
		Percent below	Percent above	Lowest amount	Highest amount
Community type					
Central city	88.5	59.7	28.8	$50	$75,155,500
Urban fringe/large town	84.5	63.3	21.2	4	100,500,000
Rural/small town	80.1	63.3	16.8	100	200,000,000
Geographic region					
Northeast	83.5	59.0	24.5	$50	$51,728,000
Midwest	85.6	66.5	19.1	200	100,000,000
South	80.0	60.2	19.9	4	200,000,000
West	86.9	62.3	24.6	250	60,000,000
School size					
Small (1-299 students)	79.5	66.9	12.6	$200	$31,080,000
Medium (300-599 students)	84.7	65.1	19.6	4	100,500,000
Large (600+ students)	86.2	54.2	32.0	200	200,000,000
School level					
Elementary	83.6	65.2	18.4	$4	$100,500,000
Secondary	84.8	54.5	30.3	200	200,000,000
Combined	79.4	59.8	19.6	500	75,155,500
Proportion of students approved for free or reduced-price lunch					
Less than 20 percent	83.1	61.7	21.4	$100	$200,000,000
20 to less than 40 percent	85.4	65.6	19.9	200	75,155,500
40 to less than 70 percent	84.5	63.6	20.9	300	60,000,000
70 percent or more	86.4	61.5	24.9	50	100,500,000
Proportion of minority students					
Less than 5.5 percent	80.4	63.2	17.1	$100	$200,000,000
5.5 to less than 20.5 percent	83.8	65.5	18.2	4	35,000,000
20.5 to less than 50.5 percent	85.3	61.7	23.6	50	75,155,500
50.5 percent or more	88.6	57.9	30.6	354	100,000,000

Note: All sampling errors are less than ±5 percentage points.

Data on Spending for Federal Mandates

Spending on federal mandates accounts for about 10 percent of the total reported spending needed to bring schools into good overall condition. This appendix presents detailed analyses on reported spending in the past 3 years and estimated spending needs for the next 3 years to comply with all federal mandates and asbestos management. Detailed analyses for reported spending on accessibility can be found in School Facilities: Accessibility for the Disabled Still an Issue (GAO/HEHS-96-73, Dec. 29, 1995). We did not do detailed analyses on other federal mandates (lead in water/paint, radon, underground storage tanks, pesticides, other hazardous chemicals, and the like) because they could not be reported with sufficient precision.

About 56 percent of schools nationwide (an estimated 40,000 schools) spent money on federal mandates in the last 3 years, an average of about $43,000 per school.[29] About 66 percent of schools nationwide estimated needing to spend money on all federal mandates in the next 3 years, an average of about $177,000 per school.[30] Nationwide, 56 percent of schools reported having spent money on asbestos management in the past 3 years, yet about 65 percent estimated needing to spend money in the next 3 years.

Table V.1: Last 3 Years—Money Reported Needed and Spent on All Federal Mandates by State

State	Estimated number of schools	Percent of schools reporting			
		No money spent	Below average[a] spending	Above average spending	No money needed
Alabama	1,209	26.0	56.0	2.7	15.3
Alaska	437	23.8	49.8	15.0	11.4
Arizona	1,006	9.3	67.8	16.6	6.3
Arkansas	1,032	9.0	75.3	3.0	12.7
California	7,001	19.3	57.9	14.2	8.6
Colorado	1,336	19.0	55.4	14.9	10.7
Connecticut	907	13.5	46.1[b]	28.2	12.2
Delaware	152	18.1[b]	62.6[c]	19.3[b]	0.0
District of Columbia	148	77.1	20.2	1.4	1.3
Florida	2,254	12.0	54.4	28.8	4.8
Georgia	1,601	7.8	69.1	8.3	14.8
Hawaii	217	24.5	32.3	28.2	14.9
Idaho	564	15.8	56.6	3.9	23.8

(continued)

[29]The median amount spent on federal mandates per school was $12,500.

[30]The median amount estimated for all federal mandates in the next 3 years was $50,000 per school.

State	Estimated number of schools	Percent of schools reporting			
		No money spent	Below average[a] spending	Above average spending	No money needed
Illinois	3,622	12.0	59.1	15.6	13.3
Indiana	1,769	12.4	66.6	14.3	6.7
Iowa	1,423	11.5	73.4	9.3	5.8
Kansas	1,421	10.4	66.7	11.4	11.4
Kentucky	1,169	16.3	63.4	5.9	14.4
Louisiana	1,338	15.6	67.2	14.3	2.8
Maine	691	6.5	68.5	11.3	13.7
Maryland	997	19.7	66.3	8.9	5.1
Massachusetts	1,509	23.2	52.5[b]	13.2	11.2
Michigan	2,921	17.4	59.8	13.3	9.5
Minnesota	1,357	7.5	55.6	26.9	10.0
Mississippi	940	14.9	63.4	6.3	15.4
Missouri	1,973	9.1	69.8	11.1	10.0
Montana	825	17.1	61.7	6.0	15.1
Nebraska	1,235	13.2	59.2[b]	14.2	13.4
Nevada	343	3.8	82.6	5.8	7.8
New Hampshire	419	13.4	69.6[b]	12.7	4.2
New Jersey	2,235	5.7	50.8[b]	31.2	12.3
New Mexico	649	13.7	62.0	13.3	11.1
New York	3,781	30.1	37.2	26.9	5.8
North Carolina	1,812	7.6	64.2	14.8	13.3
North Dakota	559	19.6	62.6	7.8	10.0
Ohio	3,405	25.4	60.4	12.8	1.4
Oklahoma	1,688	12.5	71.6	2.3	13.6
Oregon	1,152	7.3	84.0	7.2	1.5
Pennsylvania	2,849	12.6	54.8	18.3	14.3
Rhode Island	295	11.0	48.7[b]	24.3	16.0
South Carolina	980	16.5	57.7	7.2	18.7
South Dakota	571	9.7	59.7	12.1	18.4
Tennessee	1,455	14.7	53.8	14.8	16.8
Texas	5,605	12.3	59.3	9.8	18.6
Utah	675	13.8	76.1	8.6	1.5
Vermont	309	19.2	53.6[c]	10.8	16.4
Virginia	1,687	5.0	80.7	10.2	4.1

(continued)

State	Estimated number of schools	Percent of schools reporting			
		No money spent	Below average[a] spending	Above average spending	No money needed
Washington	1,696	13.4	58.1	14.2	14.3
West Virginia	836	23.7	62.7	5.8	7.8
Wisconsin	1,768	7.4	67.7	20.7	4.2
Wyoming	403	13.7	65.8	8.5	12.0

Note: Sampling errors are less than ±11 percentage points unless otherwise noted.

[a]Average = $67,000 per school.

[b]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

[c]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

Table V.2: Last 3 Years—Schools Estimating Spending on All Federal Mandates by State

State	Percent of schools reporting	
	Below average[a] spending	Above average spending
Alabama	95.5	4.5
Alaska	76.8	23.2
Arizona	80.4	19.6
Arkansas	96.2	3.8
California	80.2	19.8
Colorado	78.8	21.2
Connecticut	62.1[b]	37.9[b]
Delaware	76.4[b]	23.6[b]
District of Columbia	93.4[c]	6.6[c]
Florida	65.4	34.6
Georgia	89.3	10.7
Hawaii	53.4[b]	46.6[b]
Idaho	93.6	6.4
Illinois	79.1	20.9
Indiana	82.3	17.7
Iowa	88.8	11.2
Kansas	85.4	14.6
Kentucky	91.4	8.6
Louisiana	82.4	17.6
Maine	85.9	14.1
Maryland	88.2	11.8

(continued)

State	Percent of schools reporting	
	Below average[a] spending	Above average spending
Massachusetts	79.9[c]	20.1[c]
Michigan	81.8	18.2
Minnesota	67.4	32.6
Mississippi	91.0	9.0
Missouri	86.3	13.7
Montana	91.1	8.9
Nebraska	80.7	19.3
Nevada	93.4	6.6
New Hampshire	84.6	15.4
New Jersey	61.9[c]	38.1[c]
New Mexico	82.3	17.7
New York	58.0[c]	42.0[c]
North Carolina	81.3	18.7
North Dakota	89.0	11.0
Ohio	82.5	17.5
Oklahoma	96.9	3.1
Oregon	92.1	7.9
Pennsylvania	74.9	25.1
Rhode Island	66.8[c]	33.2[c]
South Carolina	89.0	11.0
South Dakota	83.1	16.9
Tennessee	78.5	21.5
Texas	85.8	14.2
Utah	89.9	10.1
Vermont	83.2[c]	16.8[c]
Virginia	88.7	11.3
Washington	80.3	19.7
West Virginia	91.5	8.5
Wisconsin	76.6	23.4
Wyoming	88.5	11.5

Note: Sampling errors are less than ±11 percentage points unless otherwise noted.

[a]Average = $67,000 per school.

[b]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

[c]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

Table V.3: Last 3 Years—Money Reported Needed and Spent on All Federal Mandates by Other Characteristics

Characteristic	Estimated number of schools	Percent of schools reporting			
		No money spent	Below average[a] spending	Above average spending	No money needed
Community type					
Central city	22,103	19.5	57.0	16.7	6.8
Urban fringe/large town	20,073	14.4	57.7	17.0	10.9
Rural/small town	33,952	12.3	64.1	10.9	12.7
Geographic region					
Northeast	12,995	17.6	49.1	22.5	10.7
Midwest	22,023	14.0	62.9	14.4	8.7
South	24,904	13.6	63.2	10.6	12.6
West	16,304	16.2	61.4	12.8	9.6
School size					
Small (1-299 students)	20,734	16.2	62.3	8.9	12.6
Medium (300-599 students)	31,925	15.3	62.1	12.2	10.5
Large (600+ students)	23,567	13.4	56.2	21.7	8.7
School level					
Elementary	54,222	15.2	61.5	12.4	10.9
Secondary	19,261	13.3	58.0	19.8	8.8
Combined	2,743	20.8	54.2	10.8	14.3
Proportion of students approved for free or reduced-price lunch					
Less than 20 percent	16,658	14.8	57.0	18.0	10.2
20 to less than 40 percent	16,151	12.9	63.8	13.1	10.2
40 to less than 70 percent	16,158	15.0	61.6	12.8	10.6
70 percent or more	14,824	15.0	63.7	12.3	9.0
Proportion of minority students					
Less than 5.5 percent	29,105	14.6	63.5	11.4	10.6
5.5 to less than 20.5 percent	16,333	11.8	59.6	16.8	11.9
20.5 to less than 50.5 percent	14,440	15.2	61.0	13.4	10.4
50.5 percent or more	16,117	18.2	55.3	17.7	8.8

Note: All sampling errors are less than ±5 percentage points.

[a]Average = $67,000 per school.

Table V.4: Last 3 Years—Schools Estimating Spending on All Federal Mandates by Other Characteristics

Characteristic	Estimated number of schools	Percent of schools reporting	
		Below average[a] spending	Above average spending
Community type			
Central city	16,290	77.3	22.7
Urban fringe/large town	15,002	77.2	22.8
Rural/small town	25,464	85.5	14.5
Geographic region			
Northeast	9,314	68.6	31.4
Midwest	17,039	81.4	18.6
South	18,388	85.6	14.4
West	12,090	82.8	17.2
School size			
Small (1-299 students)	14,764	87.5	12.5
Medium (300-599 students)	23,701	83.6	16.4
Large (600+ students)	18,365	72.2	27.8
School level			
Elementary	40,056	83.2	16.8
Secondary	14,991	74.5	25.5
Combined	1,783	83.4	16.6
Proportion of students approved for free or reduced-price lunch			
Less than 20 percent	12,493	76.0	24.0
20 to less than 40 percent	12,416	83.0	17.0
40 to less than 70 percent	12,017	82.8	17.2
70 percent or more	11,276	83.8	16.2
Proportion of minority students			
Less than 5.5 percent	21,791	84.8	15.2
5.5 to less than 20.5 percent	12,466	78.0	22.0
20.5 to less than 50.5 percent	10,737	82.0	18.0
50.5 percent or more	11,761	75.7	24.3

Note: All sampling errors are less than ±5 percentage points.

[a]Average = $67,000 per school.

Table V.5: Next 3 Years—Money Estimated Needed for All Federal Mandates by State

State	Estimated number of schools	Spending needed on one or more mandates[a] — Percent of schools reporting: No money needed[b]	Below average[c] spending	Above average spending	All others[d]
Alabama	1,204	13.8	43.3	4.1	38.7
Alaska	432	11.4	46.1	26.6	16.0
Arizona	1,031	8.1	62.0	16.6	13.3
Arkansas	948	17.1	62.8	4.1	16.1
California	6,732	8.8	59.3	15.4	16.5
Colorado	1,298	9.7	51.8[e]	24.2[e]	14.3
Connecticut	908	21.8	31.7[e]	28.0	18.4
Delaware	158	2.4	74.7[e]	19.6	3.3
District of Columbia	148	2.5	69.2[e]	24.4[e]	3.9
Florida	2,197	8.2	64.6	12.8	14.4
Georgia	1,553	23.0	44.4	5.1	27.5
Hawaii	215	9.8	25.9	20.9	43.3[e]
Idaho	560	13.7	55.2	7.2	23.8
Illinois	3,637	6.2	45.5	34.8	13.6
Indiana	1,754	12.0	55.5	18.6	13.8
Iowa	1,409	12.6	56.7	11.9	18.8
Kansas	1,429	14.6	63.1	14.4	7.9
Kentucky	1,083	18.8	46.7	13.2	21.3
Louisiana	1,325	6.1	61.6	14.6	17.7
Maine	685	18.0	57.6[e]	9.5	15.0
Maryland	941	5.6	51.1[e]	38.3[e]	5.1
Massachusetts	1,607	8.7	45.3[e]	25.2	20.9
Michigan	3,015	14.0	57.6	10.6	17.8
Minnesota	1,403	12.2	48.9	27.1	11.8
Mississippi	931	11.6	65.3	1.4	21.7
Missouri	1,940	11.0	67.8	5.9	15.2
Montana	811	19.3	47.6	5.8	27.3
Nebraska	1,192	14.2	47.6[e]	21.2	17.0[e]
Nevada	318	9.0	78.8	2.5	9.7
New Hampshire	422	16.8	48.6[e]	11.3	23.2
New Jersey	2,194	9.7	55.3[e]	27.1	8.0
New Mexico	660	8.2	59.7	18.0	14.1
New York	3,703	6.9	35.2	11.9	46.0
North Carolina	1,831	10.9	58.5	18.8	11.8

(continued)

State	Estimated number of schools	Spending needed on one or more mandates[a] — Percent of schools reporting: No money needed[b]	Below average[c] spending	Above average spending	All others[d]
North Dakota	538	13.3	61.5	4.5	20.7
Ohio	3,466	3.3	61.9	17.8	17.0
Oklahoma	1,620	12.0	70.2	5.1	12.7
Oregon	1,175	2.8	70.0	18.2	8.9
Pennsylvania	2,715	19.0	43.7[e]	14.6	22.8
Rhode Island	295	14.6	48.4[e]	17.9	19.1
South Carolina	973	15.8	49.6	7.0	27.6
South Dakota	525	12.8	51.8	8.0	27.5
Tennessee	1,461	15.6	47.1	10.4	26.9
Texas	5,409	20.5	48.1	11.4	20.1
Utah	673	1.4	76.2	12.3	10.1
Vermont	286	27.1[f]	54.3[f]	3.3	15.3
Virginia	1,644	8.6	59.6	13.3	18.6
Washington	1,664	15.6	53.1	13.1	18.2
West Virginia	806	11.6	44.1	9.6	34.7
Wisconsin	1,687	5.5	59.9	15.4	19.1
Wyoming	400	7.2	72.8	6.0	13.9

Note: Sampling errors are less than ±11 percentage points unless otherwise noted.

[a]Percent of respondents indicating spending will be needed on at least one of the following federal mandates: accessibility for students with disabilities or managing/correcting asbestos, lead in water/paint, underground storage tanks, and radon.

[b]Percent of respondents indicating no spending will be needed for the federal mandates listed in note "a."

[c]Average = $177,000 per school.

[d]"All others" includes remaining respondents that either indicated (1) spending needs unknown for all federal mandates or (2) spending needs unknown for some federal mandates and spending not needed for all others.

[e]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

[f]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

Table V.6: Next 3 Years—Schools Estimating Spending on All Federal Mandates by State

State	Percent of schools reporting	
	Below average[a] spending	Above average spending
Alabama	91.4	8.6
Alaska	63.4	36.6
Arizona	78.9	21.1
Arkansas	93.9	6.1
California	79.4	20.6
Colorado	68.2[b]	31.8[b]
Connecticut	53.1[b]	46.9[b]
Delaware	79.2[c]	20.8[c]
District of Columbia	74.0[c]	26.0[c]
Florida	83.5	16.5
Georgia	89.7	10.3
Hawaii	55.4[b]	44.6[b]
Idaho	88.4	11.6
Illinois	56.6	43.4
Indiana	74.9	25.1
Iowa	82.6	17.4
Kansas	81.5	18.5
Kentucky	77.9	22.1
Louisiana	80.8	19.2
Maine	85.8	14.2
Maryland	57.2[c]	42.8[c]
Massachusetts	64.3[c]	35.7[c]
Michigan	84.4	15.6
Minnesota	64.3[c]	35.7[c]
Mississippi	97.9	2.1
Missouri	91.9	8.1
Montana	89.1	10.9
Nebraska	69.2	30.8
Nevada	97.0	3.0
New Hampshire	81.1[c]	18.9[c]
New Jersey	67.1[c]	32.9[c]
New Mexico	76.8	23.2
New York	74.8[c]	25.2[c]
North Carolina	75.7	24.3
North Dakota	93.2	6.8
Ohio	77.7	22.3

(continued)

State	Percent of schools reporting: Below average[a] spending	Above average spending
Oklahoma	93.2	6.8
Oregon	79.4	20.6
Pennsylvania	74.9[c]	25.1[c]
Rhode Island	73.0[c]	27.0[c]
South Carolina	87.6	12.4
South Dakota	86.7	13.3
Tennessee	81.9	18.1
Texas	80.9	19.1
Utah	86.1	13.9
Vermont	94.3	5.7
Virginia	81.8	18.2
Washington	80.2	19.8
West Virginia	82.2	17.8
Wisconsin	79.6	20.4
Wyoming	92.3	7.7

Note: Sampling errors are less than ±11 percentage points unless otherwise noted.

[a]Average = $177,000 per school.

[b]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

[c]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

Table V.7: Next 3 Years—Money Estimated Needed for All Federal Mandates by Other Characteristics

Characteristic	Estimated number of schools	Spending needed on one or more mandates[a]: Percent of schools reporting: No money needed[b]	Below average[c] spending	Above average spending	All others[d]
Community type					
Central city	22,060	7.0	50.7	21.3	21.0
Urban fringe/large town	19,880	10.8	55.4	17.8	16.0
Rural/small town	32,969	15.3	55.6	9.7	19.4
Geographic region					
Northeast	12,815	12.8	43.8	17.7	25.8
Midwest	21,995	9.7	56.3	18.1	15.8
South	24,233	14.2	54.4	11.5	20.0

(continued)

Characteristic	Estimated number of schools	Spending needed on one or more mandates[a] — Percent of schools reporting: No money needed[b]	Below average[c] spending	Above average spending	All others[d]
West	15,969	9.5	58.9	15.3	16.3
School size					
Small (1-299 students)	20,281	13.6	55.7	9.7	21.0
Medium (300-599 students)	31,420	11.9	55.4	14.2	18.4
Large (600+ students)	23,311	9.6	50.9	21.6	18.0
School level					
Elementary	53,508	11.9	54.8	13.9	19.4
Secondary	18,792	10.6	52.7	19.7	17.0
Combined	2,713	12.7	49.7	12.1	25.6
Proportion of students approved for free or reduced-price lunch					
Less than 20 percent	16,400	12.9	55.1	16.4	15.6
20 to less than 40 percent	15,687	10.1	57.4	13.2	19.3
40 to less than 70 percent	15,806	12.2	54.3	15.3	18.2
70 percent or more	14,666	9.9	52.6	16.0	21.5
Proportion of minority students					
Less than 5.5 percent	28,384	13.9	55.3	11.3	19.4
5.5 percent to less than 20.5 percent	15,986	12.4	57.1	14.4	16.2
20.5 percent to less than 50.5 percent	14,328	10.3	54.4	16.8	18.5
50.5 percent or more	16,082	7.9	49.1	21.9	21.1

Note: All sampling errors are less than ±5 percentage points.

[a]Percent of respondents indicating spending will be needed on at least one of the following federal mandates: accessibility for students with disabilities; or managing/correcting asbestos, lead in water/paint, underground storage tanks, and radon.

[b]Percent of respondents indicating no spending will be needed for the federal mandates listed in note "a."

[c]Average = $177,000 per school.

[d]"All others" includes remaining respondents that either indicated (1) spending needs unknown for all federal mandates or (2) spending needs unknown for some federal mandates and spending not needed for all others.

Table V.8: Next 3 Years—Schools Estimating Spending on All Federal Mandates by Other Characteristics

Characteristic	Estimated number of schools	Percent of schools reporting	
		Below average[a] spending	Above average spending
Community type			
Central city	15,880	70.4	29.6
Urban fringe/large town	14,556	75.7	24.3
Rural/small town	21,533	85.2	14.8
Geographic region			
Northeast	7,879	71.3	28.7
Midwest	16,369	75.7	24.3
South	15,956	82.6	17.4
West	11,844	79.4	20.6
School size			
Small (1-299 students)	13,267	85.2	14.8
Medium (300-599 students)	21,884	79.6	20.4
Large (600+ students)	16,897	70.2	29.8
School level			
Elementary	36,765	79.8	20.2
Secondary	13,608	72.8	27.2
Combined	1,675	80.5	19.5
Proportion of students approved for free or reduced-price lunch			
Less than 20 percent	11,730	77.0	23.0
20 to less than 40 percent	11,073	81.3	18.7
40 to less than 70 percent	11,006	78.0	22.0
70 percent or more	10,060	76.7	23.3
Proportion of minority students			
Less than 5.5 percent	18,924	83.0	17.0
5.5 to less than 20.5 percent	11,428	79.8	20.2
20.5 to less than 50.5 percent	10,200	76.4	23.6
50.5 percent or more	11,419	69.1	30.9

Note: All sampling errors are less than ±5 percentage points.

[a]Average = $177,000 per school.

Table V.9: Last 3 Years—Money Reported Needed and Spent on Asbestos by State

State	Estimated number of schools	Percent of schools reporting			
		No money spent	Below average[a] spending	Above average spending	No money needed
Alabama	1,109	29.6	33.6	0.3	36.5
Alaska	425	27.1	36.8	9.2	26.9
Arizona	949	19.8	51.4	10.7	18.2
Arkansas	957	20.8	53.5	2.8	22.9
California	6,717	24.8	45.3	9.0	20.9
Colorado	1,308	25.0	34.6	14.4	26.0
Connecticut	886	21.4	34.9	18.3	25.4
Delaware	134	36.2	31.9	22.8	9.0
District of Columbia	143	88.5	7.5	1.5	2.6
Florida	2,066	18.0	45.3	24.7	12.1
Georgia	1,525	20.8	35.3	4.9	39.0
Hawaii	193	22.3	34.5	19.7	23.5
Idaho	533	19.3	41.5	0.9	38.2
Illinois	3,369	13.7	52.8	13.5	19.9
Indiana	1,681	24.4	47.2	8.2	20.2
Iowa	1,349	13.7	64.0	10.7	11.6
Kansas	1,367	15.3	59.8	7.7	17.2
Kentucky	1,076	18.5	47.3	5.5	28.7
Louisiana	1,283	23.5	49.5	13.6	13.4
Maine	652	21.3	47.9	3.4	27.4
Maryland	912	28.8	53.8	9.6	7.8
Massachusetts	1,504	33.3	42.3	7.1	17.3
Michigan	2,749	18.8	50.6	8.7	21.9
Minnesota	1,306	9.8	54.1	18.0	18.0
Mississippi	890	25.4	30.2	5.3	39.0
Missouri	1,827	17.1	45.0	10.7	27.2
Montana	782	18.8	44.4	3.1	33.6
Nebraska	1,153	25.9	47.4	7.3	19.4
Nevada	342	14.0	65.4	6.8	13.8
New Hampshire	385	20.6	46.4	7.1	26.0
New Jersey	2,067	13.8	42.3	20.1	23.8
New Mexico	614	18.3	49.1	7.7	24.9
New York	2,556	14.7	37.7	23.3	24.3
North Carolina	1,797	20.2	49.4	6.7	23.7
North Dakota	531	21.0	54.4	6.5	18.1

(continued)

State	Estimated number of schools	Percent of schools reporting			
		No money spent	Below average[a] spending	Above average spending	No money needed
Ohio	3,315	38.3	42.0	13.9	5.9
Oklahoma	1,637	17.8	57.6	1.0	23.7
Oregon	1,134	16.9	70.2	5.6	7.3
Pennsylvania	2,758	17.0	44.8	16.8	21.3
Rhode Island	278	13.2	38.9	20.1	27.8
South Carolina	927	23.2	44.5	6.0	26.3
South Dakota	549	6.8	53.2	8.4	31.5
Tennessee	1,393	21.7	38.3	14.4	25.5
Texas	5,219	18.0	42.0	7.1	32.9
Utah	639	15.5	59.8	5.0	19.7
Vermont	289	28.4	36.2	9.5	25.9
Virginia	1,572	28.0	43.0	6.2	22.8
Washington	1,671	21.2	45.3	10.1	23.5
West Virginia	795	23.6	54.7	2.1	19.6
Wisconsin	1,597	22.3	53.3	13.0	11.4
Wyoming	388	16.4	39.8	6.1	37.6

Note: All sampling errors are less than ±5 percentage points.

[a]Average = $43,000 per school.

Table V.10: Last 3 Years—Schools Reporting Spending on Asbestos by State

State	Percent of schools reporting	
	Below average[a] spending	Above average spending
Alabama	99.2	0.8
Alaska	80.0	20.0
Arizona	82.8	17.2
Arkansas	95.0	5.0
California	83.4	16.6
Colorado	70.5[b]	29.5[b]
Connecticut	65.7[b]	34.3[b]
Delaware	58.3[c]	41.7[c]
District of Columbia	[d]	[d]
Florida	64.7	35.3
Georgia	87.7	12.3
Hawaii	63.7[b]	36.3[b]
Idaho	97.8	2.2

(continued)

State	Percent of schools reporting	
	Below average[a] spending	Above average spending
Illinois	79.6	20.4
Indiana	85.2	14.8
Iowa	85.7	14.3
Kansas	88.6	11.4
Kentucky	89.6	10.4
Louisiana	78.5	21.5
Maine	93.5	6.5
Maryland	84.9	15.1
Massachusetts	85.5	14.5
Michigan	85.4	14.6
Minnesota	75.0	25.0
Mississippi	85.0	15.0
Missouri	80.7	19.3
Montana	93.4	6.6
Nebraska	86.7	13.3
Nevada	90.6	9.4
New Hampshire	86.8	13.2
New Jersey	67.8[b]	32.2[b]
New Mexico	86.4	13.6
New York	61.8[b]	38.2[b]
North Carolina	88.1	11.9
North Dakota	89.3	10.7
Ohio	75.2[e]	24.8[e]
Oklahoma	98.4	1.6
Oregon	92.6	7.4
Pennsylvania	72.7[e]	27.3[e]
Rhode Island	66.0[b]	34.0[b]
South Carolina	88.1	11.9
South Dakota	86.3	13.7
Tennessee	72.7[e]	27.3[e]
Texas	85.5	14.5
Utah	92.3	7.7
Vermont	79.2[b]	20.8[b]
Virginia	87.5	12.5

(continued)

State	Percent of schools reporting	
	Below average[a] spending	Above average spending
Washington	81.8	18.2
West Virginia	96.3	3.7
Wisconsin	80.4	19.6
Wyoming	86.7	13.3

Note: Sampling errors are less than ±11 percentage points unless otherwise noted.

[a]Average = $43,000 per school.

[b]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

[c]Sampling errors are equal to or greater than 20 percentage points but less than 25 percentage points.

[d]We elected not to report an estimate due to the sampling error being greater than 25 percentage points.

[e]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

Table V.11: Last 3 Years—Money Reported Needed and Spent on Asbestos Management by Other Characteristics

Characteristic	Estimated number of schools	Percent of schools reporting			
		No money spent	Below average[a] spending	Above average spending	No money needed
Community type					
Central city	20,237	22.7	46.6	14.5	16.2
Urban fringe/large town	19,067	21.1	46.0	12.0	20.9
Rural/small town	31,905	20.0	46.4	7.1	26.6
Geographic region					
Northeast	11,374	19.0	41.5	16.5	23.0
Midwest	20,791	20.7	50.7	11.3	17.4
South	23,432	21.8	4.4	8.1	25.7
West	15,694	22.0	47.1	8.7	22.2
School size					
Small (1-299 students)	19,624	21.7	48.5	6.6	23.2
Medium (300-599 students)	30,077	22.4	46.5	8.6	22.5
Large (600+ students)	21,591	18.7	44.3	16.6	20.4
School level					
Elementary	50,667	21.9	46.6	9.3	22.5
Secondary	18,092	18.3	47.2	14.2	20.3
Combined	2,533	24.5	41.8	7.7	26.0
Proportion of students approved for free or reduced-price lunch					
Less than 20 percent	15,809	20.6	43.3	12.3	23.8
20 to less than 40 percent	15,326	22.1	47.8	9.6	20.5
40 to less than 70 percent	15,304	20.9	45.8	9.9	23.4
70 percent or more	13,501	19.3	51.8	9.8	19.1
Proportion of minority students					
Less than 5.5 percent	27,343	22.3	46.1	7.8	23.8
5.5 to less than 20.5 percent	15,561	20.1	44.8	12.4	22.7
20.5 to less than 50.5 percent	13,643	22.1	45.0	10.7	22.2
50.5 percent or more	14,532	18.6	50.0	13.5	17.9

Note: All sampling errors are less than ±5 percentage points.

[a]Average = $43,000 per school.

Table V.12: Last 3 Years—Schools Reporting Spending on Asbestos by Other Characteristics

Characteristic	Estimated number of schools	Percent of schools reporting	
		Below average[a] spending	Above average spending
Community type			
Central city	12,361	76.3	23.7
Urban fringe/large town	11,056	79.4	20.6
Rural/small town	17,057	86.8	13.2
Geographic region			
Northeast	6,599	71.6	28.4
Midwest	12,886	81.8	18.2
South	12,288	84.6	15.4
West	8,747	84.5	15.5
School size			
Small (1-299 students)	10,810	88.0	12.0
Medium (300-599 students)	16,577	84.3	15.7
Large (600+ students)	13,134	72.8	27.2
School level			
Elementary	28,157	83.3	16.7
Secondary	11,109	76.8	23.2
Combined	1,254	84.5	15.5
Proportion of students approved for free or reduced-price lunch			
Less than 20 percent	8,788	77.9	22.1
20 to less than 40 percent	8,795	83.3	16.7
40 to less than 70 percent	8,528	82.2	17.8
70 percent or more	8,310	84.1	15.9
Proportion of minority students			
Less than 5.5 percent	14,737	85.6	14.4
5.5 to less than 20.5 percent	8,904	78.3	21.7
20.5 to less than 50.5 percent	7,599	80.8	19.2
50.5 percent or more	9,228	78.8	21.2

Note: All sampling errors are less than ±5 percentage points, except for the estimates for schools in the Northeast, which had a sampling error of 5.6 percentage points.

[a]Average = $43,000 per school.

Table V.13: Next 3 Years—Money Estimated Needed for Asbestos by State

State	Estimated number of schools	Percent of schools reporting			
		No money needed	Below average[a] spending	Above average spending	Amount needed unknown
Alabama	1,151	48.0	21.0	2.2	28.8
Alaska	434	30.4	31.4	16.5	21.6
Arizona	972	39.7	37.8	8.5	14.0
Arkansas	979	39.5	44.7	1.1	14.7
California	6,967	27.4	46.4	7.7	18.8
Colorado	1,325	35.5	24.4	23.2[b]	16.9
Connecticut	903	33.3[b]	28.8[b]	22.1	15.8
Delaware	135	19.3[c]	46.9[d]	29.9[c]	3.9
District of Columbia	141	22.3[b]	7.3	3.7	66.7[b]
Florida	2,133	25.1	48.9	12.3	13.7
Georgia	1,547	45.5	22.2	4.3	27.9
Hawaii	217	28.0	21.3	12.2	38.5[b]
Idaho	552	48.9	28.3	4.5	18.3
Illinois	3,599	20.9	36.0	31.1	11.9
Indiana	1,731	37.4	44.9	2.9	14.8
Iowa	1,343	33.1	47.0	1.5	18.4
Kansas	1,389	33.2	46.8	8.6	11.4
Kentucky	1,112	46.2	33.8	7.5	12.5
Louisiana	1,339	37.1	41.8	3.4	17.7
Maine	639	47.1[b]	32.9	4.7	15.3
Maryland	892	21.9	60.8[b]	14.7	2.6
Massachusetts	1,602	41.3[b]	27.7	7.2	23.8
Michigan	2,974	39.0	42.7	4.5	13.8
Minnesota	1,273	36.5	39.0	10.8	13.7
Mississippi	904	43.7	34.2	2.4	19.7
Missouri	1,894	42.1	38.1	3.8	16.0
Montana	818	56.1	25.4	1.7	16.8
Nebraska	1,079	47.8[b]	28.3	9.5	14.4
Nevada	236	57.9[b]	34.8[b]	0.0	7.4
New Hampshire	397	40.7[b]	37.0[b]	3.6	18.7
New Jersey	2,161	37.6[b]	38.4[b]	12.5	11.5
New Mexico	633	27.7	46.6	9.3	16.3
New York	3,674	25.9	25.5	7.3	41.3
North Carolina	1,761	52.6	28.0	10.6	8.8
North Dakota	552	42.0	44.1	0.3	13.6

(continued)

State	Estimated number of schools	Percent of schools reporting			
		No money needed	Below average[a] spending	Above average spending	Amount needed unknown
Ohio	3,328	33.3	37.1	13.6	16.1
Oklahoma	1,638	38.5	47.3	1.6	12.6
Oregon	1,129	20.3	58.6	8.7	12.4
Pennsylvania	2,737	42.5	24.2	3.5	29.9
Rhode Island	286	31.2[b]	30.7	19.4	18.8
South Carolina	915	42.8	35.5	4.2	17.4
South Dakota	505	37.2	40.2	2.5	20.1
Tennessee	1,417	40.9	36.7	3.5	18.9
Texas	5,348	43.4	29.3	10.0	17.3
Utah	641	23.7	58.8	6.4	11.1
Vermont	271	63.3[c]	16.4	1.2	19.1[b]
Virginia	1,590	41.2	25.2	9.2	24.3
Washington	1,650	35.2	29.2	7.8	27.8
West Virginia	840	25.6	23.9	5.3	45.2
Wisconsin	1,600	36.7	40.5	5.3	17.5
Wyoming	396	42.2	36.1	3.2	18.4

Note: Sampling errors are less than ±11 percentage points unless otherwise noted.

[a]Average = $72,000 per school.

[b]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

[c]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

[d]Sampling errors are equal to or greater than 16 percentage points but less than 20 percentage points.

Table V.14: Next 3 Years—Schools Estimating Spending on Asbestos by State

State	Percent of schools reporting	
	Below average[a] spending	Above average spending
Alabama	90.5	9.5
Alaska	65.5	34.5
Arizona	81.6	18.4
Arkansas	97.5	2.5
California	85.7	14.3
Colorado	51.3[b]	48.7[b]
Connecticut	56.6[b]	43.4[b]
Delaware	61.1[b]	38.9[b]
District of Columbia	[c]	[c]
Florida	79.9	20.1
Georgia	83.7[d]	16.3[d]
Hawaii	63.6[b]	36.4[b]
Idaho	86.2[e]	13.8[e]
Illinois	53.6	46.4
Indiana	94.0	6.0
Iowa	96.9	3.1
Kansas	84.5	15.5
Kentucky	81.8[e]	18.2[e]
Louisiana	92.5	7.5
Maine	87.5[e]	12.5[e]
Maryland	80.5	19.5
Massachusetts	79.3[d]	20.7[d]
Michigan	90.5	9.5
Minnesota	78.3[e]	21.7[e]
Mississippi	93.4	6.6
Missouri	90.9	9.1
Montana	93.8	6.2
Nebraska	74.9[e]	25.1[e]
Nevada	100.0	0.0
New Hampshire	91.2	8.8
New Jersey	75.5[e]	24.5[e]
New Mexico	83.3	16.7
New York	77.6[d]	22.4[d]
North Carolina	72.5[e]	27.5[e]
North Dakota	99.2	0.8
Ohio	73.2[e]	26.8[e]

(continued)

State	Percent of schools reporting	
	Below average[a] spending	Above average spending
Oklahoma	96.8	3.2
Oregon	87.1	12.9
Pennsylvania	87.3	12.7
Rhode Island	61.2[d]	38.8[d]
South Carolina	89.5	10.5
South Dakota	94.1	5.9
Tennessee	91.4	8.6
Texas	74.6	25.4
Utah	90.2	9.8
Vermont	93.2[d]	6.8[d]
Virginia	73.3[d]	26.7[d]
Washington	78.9[e]	21.1[e]
West Virginia	81.9[e]	18.1[e]
Wisconsin	88.4	11.6
Wyoming	91.8	8.2

Note: Sampling errors are less than ±11 percentage points unless otherwise noted.

[a]Average = $72,000 per school.

[b]Sampling errors are equal to or greater than 16 percentage points but less than 20 percentage points.

[c]We elected not to report an estimate due to the sampling error being greater than 25 percentage points.

[d]Sampling errors are equal to or greater than 13 percentage points but less than 16 percentage points.

[e]Sampling errors are equal to or greater than 11 percentage points but less than 13 percentage points.

Table V.15: Next 3 Years—Money Estimated Needed for Asbestos by Other Characteristics

Characteristic	Estimated number of schools	Percent of schools reporting			
		No money needed	Below average[a] spending	Above average spending	Amount needed unknown
Community type					
Central city	21,714	26.6	35.4	14.1	23.9
Urban fringe/large town	19,583	34.2	37.8	10.8	17.2
Rural/small town	32,352	43.7	36.0	4.0	16.2
Geographic region					
Northeast	12,671	36.4	28.6	8.3	26.7
Midwest	21,267	34.6	39.9	10.8	14.7
South	23,842	40.1	34.4	7.2	18.3
West	15,968	32.1	40.6	8.8	18.5
School size					
Small (1-299 students)	19,841	40.7	37.6	4.6	17.1
Medium (300-599 students)	31,042	36.9	36.8	8.4	18.0
Large (600+ students)	22,865	31.2	34.7	12.9	21.2
School level					
Elementary	52,590	36.5	36.0	8.3	19.2
Secondary	18,543	35.1	37.8	16.5	10.6
Combined	2,615	35.6	33.5	6.2	24.7
Proportion of students approved for free or reduced-price lunch					
Less than 20 percent	16,231	38.4	36.7	9.4	15.5
20 to less than 40 percent	15,325	37.2	37.4	8.3	17.0
40 to less than 70 percent	15,738	36.5	37.4	7.1	19.1
70 percent or more	14,422	30.7	38.0	10.8	20.5
Proportion of minority students					
Less than 5.5 percent	27,647	42.7	35.4	5.1	16.8
5.5 to less than 20.5 percent	15,806	39.5	36.4	9.3	14.8
20.5 to less than 50.5 percent	13,994	33.7	36.3	10.6	19.4
50.5 percent or more	16,068	23.7	38.0	13.2	25.2

Note: All sampling errors are less than ±5 percentage points.

[a]Average = $72,000 per school.

Table V.16: Next 3 Years—Schools Estimating Spending on Asbestos by Other Characteristics

Characteristic	Estimated number of schools	Percent of schools reporting	
		Below average[a] spending	Above average spending
Community type			
Central city	10,746	71.6	28.4
Urban fringe/large town	9,522	77.8	22.2
Rural/small town	12,956	90.0	10.0
Geographic region			
Northeast	4,675	77.5	22.5
Midwest	10,782	78.6	21.4
South	9,925	82.7	17.3
West	7,892	82.2	17.8
School size			
Small (1-299 students)	8,372	89.0	11.0
Medium (300-599 students)	14,020	81.4	18.6
Large (600+ students)	10,882	72.9	27.1
School level			
Elementary	23,273	81.3	18.7
Secondary	8,962	78.1	21.9
Combined	1,040	84.4	15.6
Proportion of students approved for free or reduced-price lunch			
Less than 20 percent	7,473	79.7	20.3
20 to less than 40 percent	7,012	81.8	18.2
40 to less than 70 percent	6,990	84.1	15.9
70 percent or more	7,038	77.9	22.1
Proportion of minority students			
Less than 5.5 percent	11,195	87.5	12.5
5.5 to less than 20.5 percent	7,221	79.6	20.4
20.5 to less than 50.5 percent	6,565	77.4	22.6
50.5 percent or more	8,217	74.2	25.8

Note: All sampling errors are less than ±5 percentage points, except for the estimates for schools in the Northeast, which had a sampling error of 5.7 percentage points.

[a]Average = $72,000 per school.

GAO Questionnaire for Local Education Agencies

SCHOOL INFORMATION

1. NAME OF SCHOOL: *Please enter the name of the school shown on the attached label.*

_____

2. If any of the following statements are true for this school, please circle the number of the appropriate answer. *Circle ALL that apply.*

This school teaches only postsecondary (beyond grade 12) or adult education students	1
This school is no longer in operation	2
This school is a private school, not a public school	3
This institution or organization is not a school	4

STOP! IF YOU MARKED ANY OF THE ABOVE STATEMENTS, PLEASE END HERE AND RETURN THIS QUESTIONNAIRE.

3. Which of the following grades did this school offer around the first of October, 1993? Circle ALL that apply.

Grade 1	1
Grade 2	2
Grade 3	3
Grade 4	4
Grade 5	5
Grade 6	6
Grade 7	7
Grade 8	8
Grade 9	9
Grade 10	10
Grade 11	11
Grade 12	12
Pre-kindergarten	13
Kindergarten	14
Ungraded (including ungraded special education students)	15

4. What was the total number of Full Time Equivalent (FTE) students enrolled in this school around the first of October, 1993?

_____
total FTE students

5. **Does this school house any of its students in instructional facilities located off of its site, such as rented space in another school, church, etc?** *Circle one.*

Yes 1

No . . . . . 2 ----> GO TO QUESTION 8

6. **How many of this school's Full Time Equivalent (FTE) students are *housed* in *off-site* instructional facilities?**

_____ FTE students housed off-site

7. **How many total square feet of *off-site* instructional facilities does this school have?** *If exact measurements are not readily available, give your best estimate.*

_____ total square feet off-site

8. **How many original buildings, attached and/or detached permanent additions to the original buildings, and temporary buildings does this school have *on-site*?** *If this school does not have any permanent additions or any temporary buildings on-site, enter zero for these categories.*

On-Site Buildings	Number
Original buildings	_____
Attached and/or detached permanent additions to original buildings	_____
Temporary buildings	_____

9. **How many total square feet do the original buildings, the attached and/or detached permanent additions, and the temporary buildings have?** *If exact measurements are not readily available, give your best estimate. If this school does not have any permanent additions or any temporary buildings on-site, enter zero for these categories.*

On-Site Buildings	Total Square Feet
Original buildings	_____
Attached and/or detached permanent additions to original buildings	_____
Temporary buildings	_____

10. What is the overall condition of the original buildings, the attached and/or detached permanent additions, and the temporary buildings? *Refer to the rating scale shown below, and circle one for EACH category of building. If this school does not have any permanent additions or any temporary buildings on-site, circle "0."*

Overall condition includes both physical condition and the ability of the buildings to meet the functional requirements of instructional programs.

Rating Scale

Excellent: new or easily restorable to "like new" condition; only minimal routine maintenance required.

Good: only routine maintenance or minor repair required.

Adequate: some preventive maintenance and/or corrective repair required.

Fair: fails to meet code and functional requirement in some cases; failure(s) are inconvenient; extensive corrective maintenance and repair required.

Poor: consistent substandard performance; failure(s) are disruptive and costly; fails most code and functional requirements; requires constant attention, renovation, or replacement. Major corrective repair or overhaul required.

Replace: Non-operational or significantly substandard performance. Replacement required.

On-Site Buildings	School does not have	Excellent	Good	Adequate	Fair	Poor	Replace
Original buildings	N/A	1	2	3	4	5	6
Attached and/or detached permanent additions to original buildings	0	1	2	3	4	5	6
Temporary buildings	0	1	2	3	4	5	6

11. What would probably be the total cost of all repairs/renovations/modernizations required to put this school's *on-site* buildings in good overall condition? *Give your best estimate. If this school's on-site buildings are already in good (or better) overall condition, enter zero.*

$\$$ _____ .00

12. On which of the sources listed below is this estimate based? *Circle ALL that apply.*

Does not apply -- already in good (or better) overall condition 0

Sources

Facilities inspection(s)/assessments(s) performed within the last three years by licensed professionals 1

Repair/renovation/modernization work already being performed and/or contracted for 2

Capital improvement/facilities master plan or schedule 3

My best professional judgment 4

Opinions of other district administrators 5

Other (specify:_____) 6

13. During the last 3 years, how much money has been spent on the federal mandates listed below for this school's *on-site* buildings? *Include money spent in 1993-1994. If exact amounts are not readily available, give your best estimate. Enter zero if none. Circle "1" if spending was not needed.*

Federal Mandates	Spending Not Needed	Amount Spent
Accessibility for students with disabilities	1	$_____.00
Managing/correcting:		
Asbestos	1	$_____.00
Lead in water/paint	1	$_____.00
Underground storage tanks (USTs)	1	$_____.00
Radon	1	$_____.00
Other (specify_____)	1	$_____.00

14. How much money will probably need to be spent during the next 3 years on these federal mandates for this school's *on-site* buildings? *If exact amounts are not readily available, give your best estimate. If spending will not be needed, circle "1." If unknown, circle "2."*

Federal Mandates	Spending Will Not Be Needed	Unknown	Amount Probably Needed
Accessibility for students with disabilities	1	2	$_____.00
Managing/correcting:			
Asbestos	1	2	$_____.00
Lead in water/paint	1	2	$_____.00
Underground storage tanks (USTs)	1	2	$_____.00
Radon	1	2	$_____.00
Other (specify: _____ _____)	1	2	$_____.00

15. Are these spending needs for federal mandates included in your answer to question 11? *Circle one for each mandate listed.*

Federal Mandates	Does not apply--Not Needed/ Unknown	Yes Included	No-NOT Included
Accessibility for students with disabilities	1	2	3
Managing/correcting:			
Asbestos	1	2	3
Lead in water/paint	1	2	3
Underground storage tanks (USTs)	1	2	3
Radon	1	2	3
Other (specify: _____ _____)	1	2	3

16. **Overall, what is the physical condition of each of the building features listed below for this school's *on-site* buildings?** *Refer to the rating scale shown below, and circle one for EACH building feature listed.*

Rating Scale

Excellent: new or easily restorable to "like new" condition; only minimal routine maintenance required.

Good: only routine maintenance or minor repair required.

Adequate: some preventive maintenance and/or corrective repair required.

Fair: fails to meet code and functional requirement in some cases; failure(s) are inconvenient; extensive corrective maintenance and repair required.

Poor: consistent substandard performance; failure(s) are disruptive and costly; fails most code and functional requirements; requires constant attention, renovation, or replacement. Major corrective repair or overhaul required.

Replace: Non-operational or significantly substandard performance. Replacement required.

Building Feature	Excellent	Good	Adequate	Fair	Poor	Replace
Roofs	1	2	3	4	5	6
Framing, floors, foundations	1	2	3	4	5	6
Exterior walls, finishes, windows, doors	1	2	3	4	5	6
Interior finishes, trims	1	2	3	4	5	6
Plumbing	1	2	3	4	5	6
Heating,ventilation,air conditioning	1	2	3	4	5	6
Electrical power	1	2	3	4	5	6
Electrical lighting	1	2	3	4	5	6
Life safety codes	1	2	3	4	5	6

17. Do this school's *on-site* buildings have sufficient capability in each of the communications technology elements listed below to meet the functional requirements of modern educational technology? *Circle one for EACH element listed.*

Technology Elements	Very Sufficient	Moderately Sufficient	Somewhat Sufficient	Not Sufficient
Computers for instructional use	1	2	3	4
Computer printers for instructional use	1	2	3	4
Computer networks for instructional use	1	2	3	4
Modems	1	2	3	4
Telephone lines for modems	1	2	3	4
Telephones in instructional areas	1	2	3	4
Television sets	1	2	3	4
Laser disk players/VCRs	1	2	3	4
Cable television	1	2	3	4
Conduits/raceways for computer/computer network cables	1	2	3	4
Fiber optic cable	1	2	3	4
Electrical wiring for computers/communications technology	1	2	3	4
Electrical power for computers/communications technology	1	2	3	4

18. How many computers for instructional use does this school have? *Include computers at both on-site buildings and off-site instructional facilities.*

_____ computers for instructional use

19. How well do this school's on-site buildings meet the functional requirements of the activities listed below? *Circle one for EACH activity listed.*

Activity	Very Well	Moderately Well	Somewhat Well	Not Well At All
Small group instruction	1	2	3	4
Large group (50 or more students) instruction	1	2	3	4
Storage of alternative student assessment materials	1	2	3	4
Display of alternative student assessment materials	1	2	3	4
Parent support activities, such as tutoring, planning, making materials, etc.	1	2	3	4
Social/Health Care Services	1	2	3	4
Teachers' planning	1	2	3	4
Private areas for student counseling and testing	1	2	3	4
Laboratory science	1	2	3	4
Library/Media Center	1	2	3	4
Day care	1	2	3	4
Before/after school care	1	2	3	4

20. How satisfactory or unsatisfactory is each of the following environmental factors in this school's *on-site* buildings? *Circle one for EACH factor listed.*

Environmental Factor	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Lighting	1	2	3	4
Heating	1	2	3	4
Ventilation	1	2	3	4
Indoor air quality	1	2	3	4
Acoustics for noise control	1	2	3	4
Flexibility of instructional space (e.g., expandability, convertability , adaptability)	1	2	3	4
Energy efficiency.	1	2	3	4
Physical security of buildings	1	2	3	4

21. Does this school have air conditioning in classrooms, administrative offices, and/or other areas? *Circle ALL that apply.*

Yes, in classrooms 1

Yes, in administrative offices 2

Yes, in other areas 3

No, no air conditioning in this school at all . . . . . 4 ----> GO TO QUESTION 23

22. How satisfactory or unsatisfactory is the air conditioning in classrooms, administrative offices, and/or other areas? *Circle one for EACH category listed.*

Air Conditioning in:	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Classrooms	1	2	3	4
Administrative Offices	1	2	3	4
Other areas	1	2	3	4

23. Does this school participate in the National School Lunch Program? *Circle one.*

Yes 1

No 2

24. Regardless of whether this school participates in the National School Lunch Program, around the first of October, 1993, were any students in this school ELIGIBLE for the program? *Circle one.*

Yes 1

No . . . . . 2-----> GO TO QUESTION 27

Don't know . . . . . 3-----> GO TO QUESTION 27

25. Around the first of October, 1993, how many applicants in this school were approved for the National School Lunch Program? *Enter zero if none.*

_____ applicants approved

26. Around the first of October, 1993, how many students in this school received free or reduced lunches through the National School Lunch Program? *Enter zero if none.*

_____ recipients

27. How many students in this school were absent on the most recent school day? *If none were absent, please enter zero.*

_____ students absent

28. What type of school is this? *Circle one.*

REGULAR elementary or secondary 1

Elementary or secondary with SPECIAL PROGRAM EMPHASIS--for example, science/math school, performing arts high school, talented gifted school, foreign language immersion school, etc 2

SPECIAL EDUCATION--primarily serves students with disabilities 3

VOCATIONAL/TECHNICAL--primarily serves students being trained for occupations 4

ALTERNATIVE--offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special education, or vocational school 5

29. Does this school offer a magnet program? *Circle one.*

Yes 1

No 2

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