A survey of school facilities in Newfoundland and Labrador : an interim report on eight special areas

A Survey of School Facilities In Newfoundland and Labrador for The Government of Canada and The Government of Newfoundland and Labrador

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AN INTERIM REPORT ON EIGHT SPECIAL AREAS

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Acknowledgements

It is noted that the development of this interim report has been possible only because a great many people worked very hard, under severe conditions of time and weather in order to provide the data required.

In particular the investigators wish to acknowledge the contributions of the large number of superintendents and principals who met stringent deadlines, as requested.

Members of the survey staff endured a multitude of inconveniences to meet deadlines, They were:

Mrs. Carol Groves
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A Survey of School Facilities in Newfoundland and Labrador

AN INTERIM REPORT ON EIGHT SPECIAL AREAS

Section A--Introduction

On December 1, 1970, the principal investigators entered into an agreement with the Government of Canada and the Government of Newfoundland and Labrador to survey the school facilities of the province of Newfoundland and Labrador. It was understood by all parties that early attention would be directed to the schools existing within eight (8) special areas, commonly referred to as DREE areas. A target date of January 1, 1971,was established for reporting upon this early phase of the survey.

The primary purpose of this interim report is to report on the school structures within these areas, as adequately as possible, within the limitations imposed upon the survey staff by the season of the year and the short period of time available.

Necessarily, the objectives developed in order to make an interim report were broadly conceived and varied, to some extent, from the objectives of the larger study. The objectives of the interim report were to:

1. Determine the location of presently existing educational structures in the eight special areas.

2. Determine the age of various facilities including the age of various elements that may have been added incrementally.
3. Determine the general physical condition of structures and their related systems.
4. Estimate, in broad terms, the educational adequacy of structures and related systems in quantitative and qualitative fashions.
5. Identify, broadly, those facilities which contain specified physical elements of exemplary potential or elements which are normally required to meet standard program requirements.

Generally the rationales, methods, limitations, and detailed descriptions of the procedures, data treatment and activities utilized to meet the research objectives are described in later sections of this report at the point of immediate pertinancy where summary information is presented. It should be remembered that this interim report on the special areas was not designed to be totally comprehensive. Rather, selected items and presentations were utilized for the survey which promised to deliver a maximum amount of information within a time-limited format. Generalizations that are made may contain an higher element of risk than is generally found in field research. This must be accepted by the consumers of this report. On the other hand, the research design is thought to be sound and every avenue has been taken to maximise the precision of the findings.

Section B--Data Collection Protocol

Data for the interim report were collected by the use of the questionnaires during the time period December 14 through December 18, 1970. The subjects were the principals or administrators in charge of each of the 283 schools surveyed.

Superintendents of the school districts within which the schools are located were contacted both by telephone and by letter before questionnaires were distributed. They were provided with a general description of the purposes and methodology of the study and a specimen of the questionnaire. Their permission and cooperation were solicited.

Superintendents cooperated in every case and facilitated the data collection portion of the study. In some instances they examined the responses of their principals, monitored the completion of questionnaires by their personnel, and supervised their prompt return.

Questionnaires were carried by hand and personally delivered and picked up by members of the survey staff. (In scattered cases such as to a few points in Labrador and locations on the West Coast of Newfoundland, other types of special delivery methods were used involving non-survey related messengers.) Instructions accompanied the questionnaires regarding their completion. In addition, members of the survey staff were trained as to the purposes and administration of the questionnaires. In some cases it was necessary to help school representatives fill out the material. A log was

maintained by each field representative which covered his activities within his area of responsibility. This log was supplied to control field administration of the survey. For example, school structures discovered in the DREE areas which were not found on the original master lists were recorded. These were later used to update school facility special area master lists.

Section C--Development of the Questionnaire and its Limitations

The questionnaire used to provide data for the interim report was derived from the major instrument, previously designed, to be used in the survey of the entire province. It was noted previously that under the terms of the research contract it was agreed that early attention would be directed to the schools located in special areas. Research in these areas was considered by survey sponsors to have a high priority, particularly in the time dimension. Therefore a pointed, but abbreviated survey instrument was developed. This was designed to be directed at the building administrator. It is recognised by the survey staff that the decision to involve a large number of building administrators immediately placed severe limits on the reliability of the data. This is because a number of judgements were required of the building administrator which they may not be adequately trained to make, in some cases. While some items of the questionnaire could be answered quite objectively by the administrator who is known to be familiar with the school facility, there were other items which required subjective responses which could be expected to vary

depending upon the individuals training and personal bias. It is emphasized that these factors must be recognized by the recipients of the study.

On the other hand, it should also be recognised, that in the opinion of the researchers, the building administrators (either principals or head teachers) are in the best position to report knowledgeably and with currency about the physical and educational adequacy of the structures within which they work - compared to some others who might have been polled. Their major limitation is that they are not trained plant evaluation specialists and thus the reliability and uniformity of the responses is partially compromised.

It will be noted by examining the questionnaire (see Appendix) that efforts were made not to use subjective judgements exclusively. Rather, strong efforts were made to incorporate a preponderance of elements containing opportunities for clear-cut and objective answers.

Section A contained items involved with identification and classification of educational structures. Section B solicited information about the general physical condition of the educational plant from qualitative and quantitative standpoints. Section C involved items concerned with the school site, its condition and potential, and relationship to the surrounding community and attendance areas. As an adjunct to the questionnaire, data were also extracted from the Annual General Return, commonly referred to as the October Report, of each school in the special areas both to supplement and verify data received on the questionnaire and to

develop some relationships and findings relating some program elements existing within the surveyed schools to data generated by the questionnaire.

Section D--Analysis of Data

The data extracted from the questionnaires and supplementary information obtained from the General Annual Returns were analyzed in a variety of ways. Essentially, this data is presented, in the interim report, in tabular form. Examination of the List of Tables (page iii) will demonstrate to the reader the kinds of information displays that have been developed and presented. In addition, some generalizations are made at the end of the report which suggest some major findings. The combination of tabular information and major findings work together to meet the informational objectives of the interim report.

The tables have been constructed in general around three major classifications or parameters.

Data were, in general, presented by Type or Class of School, by Dree Area, and by School District. Sorting procedures provided for a number of re-combinations within and between categories.

For brevity the special areas (Dree areas) are assigned numbers. They are as follows:

Special Area No.	Special Area Name
1.	St. John's
2.	Come-By-Chance
3.	Burin

Special Area No.	Special Area Name
4.	Grand Falls-Botwood-Gander
5.	Corner Brook
6.	Stephenville
7.	Hawkes Bay-Port Aux Choix
8.	Happy Valley

Each school district which falls partially or totally within a special area was also assigned a number. (Names of school districts are abbreviated in some cases.) They are as follows:

School District No.	School District Name	Denominational Affiliation
1	Avalon	Integrated
2	Conception Bay South	Integrated
3	Avalon North	Integrated
4	St. John's	Roman Catholic
5	Conception Bay Centre	Roman Catholic
6	Conception Bay North	Roman Catholic
7	Ferryland	Roman Catholic
8	Pentecostal	Pentecostal
9	Seventh Day Adventist	Seventh Day Adventist
10	Bonavista-Trinity-Placentia	Integrated
11	Burin	Integrated
12	Burin Peninsula	Roman Catholic

School District No.	School District Name	Denominational Affiliation
13	Exploits Valley	Integrated
14	Notre Dame	Integrated
15	Terra Nova	Integrated
16	Exploits-White Bay	Roman Catholic
17	Gander-Bonavista	Roman Catholic
18	Bay of Islands-St. George	Integrated
19	Humber-St. Barbe	Roman Catholic
20	Bay St. George	Roman Catholic
21	St. Barbe South	Integrated
22	Labrador East	Integrated
23	Labrador	Roman Catholic
24	Port au Port	Roman Catholic

From identification data obtained from the questionnaire, schools were sorted according to an arbitrarily assigned classification. The criteria for this were the organization, range, and level of grades taught. The classification scheme is as follows:

Classification of Schools

Class	Abbreviation	Grade Organization and Range*
Regional High School	RHS	9-11
Central High School	CHS	7-11
Junior High School	JHS	7-9 or 7 and 8
All Grade	AG	K-11
Primary	P	K-3/4
Elementary	E	3/4-6/7
Primary Elementary	PE	K-6/7

Class	Abbreviation	Grade Organization and Range*
Primary/Elementary/Junior	PEJ	K-8/9
Elementary/Junior	EJ	3/4-8/9

*Slash indicates possible alternative organizations.

Section E--Presentation of Tables and Limitations

As noted previously the preponderance of the data is presented in tabular form. This has seemed, to the research staff, to be the most straightforward method to use to arrive at the clearest picture of the facility situations in the special areas. Four qualifications must be made, however, in regard to the generation of the data base:

1. The universe was considered to be all the public schools within the special areas. Thus, vocational, private, and higher education facilities, for example, were not polled.

2. Sampling techniques were not utilized. The entire universe was queried.

3. Responses on questionnaires were supplied by building administrators who are known to have disparate training, motivation, and biases. The response environment was not regulated.

4. The universe consisted of 283 schools. 266 Schools responded. Seventeen had not responded at the time

of this writing. A few responses were partially incomplete.

It follows that any relationships drawn from the survey must be accepted with great caution. In particular, it would be inappropriate to make sweeping generalizations. On the other hand, the survey staff believes that every avenue possible has been taken to maximize the accuracy of the data and its treatment within the limits of the design.

In some cases, data treatment varies from table to table depending upon the approach used to develop what was believed to be the most informative format. Qualifications must be made for some tables. Therefore some tables are listed and introduced below through the use of narrative:
(Note: of the schools for which returns were not received, a disproportionately large number are found in special areas 7 and 8.)

Table 1--The Number Of Schools Surveyed.

This table simply tabulates the number of schools studied on the basis of their class within each DREE area. Totals of all schools within each DREE area and totals of each class of schools are shown.

Table 2--The Number of Pupils Attending Schools in Each DREE Area and Their Distribution, Within Each Area, by Class of School.

Data on this table were taken from the Annual General Returns of the schools involved. Where Annual General Returns were

not available, a parenthesis indicates the number of schools not reporting. In some instances accurate enrollment data for individual buildings were not available or the questionnaire failed to indicate enrollment distributions. Consequently thirteen buildings are not included on this table.

Table 3--The Number of Instructional Spaces in Schools in Each DREE Area on the Basis of School Classifications.

Building administrators were polled as to the number of rooms in their schools in which instruction is given. Shops and laboratories, etc., are included.

Table 4--The Ages in Years of the Original Structures located in Each DREE Area According to the Classification of Schools.

Table 5--A Rating of Schools on the Basis of Selected Special Facilities Tailored to a Pre-Conception of Special Facility Desirability Required for the Class of School Claimed - Categorized by DREE Area and School Classification.

The data for this table were obtainted from Question 24, and its sub-items, on the questionnaire. Fifty check-type objective questions were developed in an attempt to encompass many of the special facilities that are desirable in public education facilities. Some items were designed to be appropriate for only one or a few classifications of schools. Twenty-eight to thirty-six items were extracted, appropriate for each class of school, and all schools of each class (nine classes) were measured against the responses. A two-dimensional Percentage Range Indication Table was designed, using the nine different classes of schools, and a

percentage range indicator tailored for each class. Items are not weighted. Lower percentages indicate a quantitative deficiency of facilities. Since there is no standardization and the lists of items are not exhaustive, no comparisons may be made between Classifications of Schools.

The items used for each class evaluation and the Percentage Range Indication Table may be found in the Appendix.

Table 6--A Summary of Ratings of Schools on the Basis of Selected Special Facilities Tailored to a Pre-Conception of Special Facility Desirability Required for the Class of School Claimed - Categorized by DREE Area.

Table 7--A Summary of the Occurrence of Selected General Plant and Site Characteristics Presented by DREE Areas.

In some instances a school is entered in more than one sub-category, i.e., a school may have both oil and electric heating.

Table 8--A Tabulation of Basic Data Containing General Plant, Site and Identification Characteristics Shown by School Districts within DREE Areas.

Table 9--Ratings of Physical Conditions Shown by School Districts within DREE Areas.

In some instances the building administrator established the rating. In other instances survey staff evaluators determined the rating from written comments of the building administrator.

TABLE 1.

The Number of Schools Surveyed.*

CLASS OF SCHOOL	DREE AREAS								TOTAL
	1	2	3	4	5	6	7	8	
RHS 9-11	9		4	2	2				17
CHS 7-11	9		2	9	2	4	1		27
JHS 7-8/9	9			1	3				13
Elem. 3/4-6/7	8		2	4	6	1			21
Prim. K-3/4	20	1	7	7	5	2		1	43
P-E K-6/7	41	1	4	11	14	3	2	1	77
P-E-J K-8/9	31		4	6	3	1		2	47
E-J 3/4-8/9	9		3		1				13
AG K-11	4	2				2			8
TOTAL	140	4	26	40	36	13	3	4	266

*Some of the schools did not have all the grades listed in the grade range. For example, some regional high schools did not have Grade 9.

TABLE 2.

The Number of Pupils Attending Schools in Each DREE Area and Their Distribution, Within Each Area, by Class of School.*

CLASS OF SCHOOL	DREE AREAS								TOTAL
	1	2	3	4	5	6	7	8	
RHS 9-11	5,822		988	588	1,448	1,762			8,846
CHS 7-11	1,766		350	3,465	874		163		8,380
JHS 7-8/9	3,808			236	2,122				5,166
Elem. 3/4-6/7	(-2) 1,284		146	(-1) 924	1,111	936			(-3) 4,401
Prim. K-3/4	(-4) 4,367	23	1,072	(-2) 1,167	792	1,042		317	(-6) 8,780
P-E K-6/7	10,746	73	779	(-1) 3,920	3,809	1,619	124	265	(-1) 21,335
P-E-J K-8/9	(-3) 11,712		1,300	2,455	1,126	65		1,021	(-3) 17,679
E-J 3/4-8/9	4,467		1001		341				5,809
AG K-11	1,215	497				353			2,065
TOTAL	(-9) 45,187	593	5,636	(-4) 12,755	10,623	5,777	287	2,603	(-13) 82,461

*Data obtained from Annual General Returns, Part I, October 1970.

( ) Indicates number of buildings not included. See text for explanation.

TABLE 3.

The Number of Instructional Spaces in Schools in Each DREE Area on the Basis of School Classifications.

SCHOOL		DREE AREAS								TOTAL
CLASS	INSTRUCTION SPACES	1	2	3	4	5	6	7	8	
RHS	<5									
	5-9			3						3
	10-14	1		1	2					4
	15-19	1				1				2
	>19	7				1				8
Total		9		4	2	2				17
CHS	<5	1								1
	5-9	4		1				1		6
	10-14	3		1	3	1	1			9
	15-19				3		2			5
	>19	1			3	1	1			6
Total		9		2	9	2	4	1		27
JHS	<5									
	5-9	1								1
	10-14	3			1	1				5
	15-19	1				2				3
	>19	4								4
Total		9			1	3				13

TABLE 3 - Continued

SCHOOL		DREE AREAS								TOTAL
CLASS	INSTRUCTION SPACES	1	2	3	4	5	6	7	8	
Elem.	1-2	1		1						2
	3-4	3		1	2	2				8
	5-9	3				3				6
	10-14				1	1				2
	15-19				1					1
	>19	1					1			2
Total		8		2	4	6	1			21
Prim.	1-2	6	1	2	1	2				12
	3-4	4		2			1			7
	5-9	4		1	2	1				8
	10-14	2		2	1	2			1	8
	15-19	2			1					3
	>19	2					1			3
Total		20	1	7	5	5	2		1	41
P-E	1-2	2		1	2			1		6
	3-4	5	1	1		2		1		10
	5-9	20			1	5				26
	10-14	5		2	5	4			1	18
	15-19	7				2	1			10
	>19	2			3	1	1			7
Total		41	1	4	11	14	3	2	1	77

TABLE 3 - Continued

SCHOOL CLASS	INSTRUCTION SPACES	DREE AREAS 1	2	3	4	5	6	7	8	TOTAL
P-E-J	1-2	1								1
	3-4	3		1	1		1			6
	5-9	5		1	2					8
	10-14	7		1		2			1	11
	15-19	3		1	1					5
	>19	12			2	1			1	16
Total		31		4	6	3	1		2	47
E-J	1-2									
	3-4			1						1
	5-9	3								3
	10-14	2		1		1				4
	15-19	2		1						3
	>19	2								2
Total		9		2		1				13
AG	1-2									
	3-4									
	5-9	1	1				1			3
	10-14	2	1				1			4
	15-19	1								1
	>19									
Total		4	2				2			8
Grand Totals		140	4	26	38	36	13	3	4	264

TABLE 4.

The Ages in Years of the Original Structures located in Each DREE Area According to the Classification of Schools.

SCHOOL		DREE AREAS								TOTAL
CLASS	AGE (Yrs.)	1	2	3	4	5	6	7	8	
RHS	<5	1								1
	5-9	3		3						6
	10-14	5			2	2				9
	15-19									
	>19			1						1
Total		9		4	2	2				17
CHS	<5	2		2	1	1				6
	5-9	1			5	1	1	1		9
	10-14	4			2		2			8
	15-19	1			1					2
	>19	1					1			1
Total		9		2	9	2	4	1		27
JHS	<5	1				2				3
	5-9	2				1				3
	10-14				1					1
	15-19	2								2
	>19	4								4
Total		9			1	3				13

TABLE 4 - Continued

SCHOOL CLASS	AGE (Yrs.)	DREE AREAS 1	2	3	4	5	6	7	8	TOTAL
Elem.	<5	1								1
	5-9	2		1		1				4
	10-14	1				1				2
	15-19				1					1
	>19	4		1	3	4	1			13
Total		8		2	4	6	1			21
Prim.	<5	4				1				5
	5-9	2			1	1	1			5
	10-14	2	1			2			1	6
	15-19	1			1	1				3
	>19	11		5	5		1			22
Total		20	1	5	7	5	2		1	41
P-E	<5	4								4
	5-9	7		1	1	3	1			13
	10-14	6			4	3	1			14
	15-19	2			2	2				6
	>19	22	1	3	4	6	1			37
Total		41	1	4	11	14	3	0	0	74

TABLE 4 - Continued

SCHOOL CLASS	AGE (Yrs.)	DREE AREAS 1	2	3	4	5	6	7	8	TOTAL
P-E-J	<5	4		2	2				1	9
	5-9	4			1					5
	10-14	1			1	1	1			4
	15-19	8		1		1			1	11
	>19	14		1	2	1				18
Total		31		4	6	3			2	47
E-J	<5	2				1				3
	5-9	3								3
	10-14									
	15-19	2		1						3
	>19	2		2						4
Total		9		3		1				13
AG	<5		2							2
	5-9	2					1			3
	10-14									
	15-19	1								1
	>19	1					1			2
Total		4	2				2			8
Grand Totals		140	4	24	40	36	13	1	3	261

TABLE 5.

A Rating of Schools on the Basis of Selected Special Facilities Tailored to a Pre-Conception of Special Facility Desirability Required for the Class of School Claimed - Categorized by DREE Area and School Classification.

SCHOOL		DREE AREAS								TOTAL
CLASS	SCORE	1	2	3	4	5	6	7	8	
RHS	30%			2						2
	30%-44%			1						1
	45%-59%	1		1	1	1				4
	60%-74%	4			1	1				6
	75%-89%	4								4
	90%-100%									
Total		9		4	2	2				17
CHS	30%	3								3
	30%-44%	1		1	2		1	1		6
	45%-59%	5			2		2			9
	60%-74%				5	2	1			8
	75%-89%			1						1
	90%-100%									
Total		9		2	9	2	4	1		27
JHS	30%					1				1
	30%-44%	1								1
	45%-59%	3			1					4
	60%-74%	2				1				3
	75%-89%	3				1				4
	90%-100%									
Total		9			1	3				13

TABLE 5 - Continued

SCHOOL		DREE AREAS								TOTAL
CLASS	SCORE	1	2	3	4	5	6	7	8	
Elem	30%	4		2	1	2				9
	30%-44%	2			2	2				6
	45%-59%	2			1	1				4
	60%-74%					1	1			2
	75%-89%									
	90%-100%									
Total		8		2	4	6	1			21
Prim	30%	9	1	2	3	3	1			19
	30%-44%	5		4		2			1	12
	45%-59%	5		1	2					8
	60%-74%	1					1			2
	75%-89%									
	90%-100%									
Total		20	1	7	7	5	2		1	42
P-E	30%	16	1	2	2	4	1	2		28
	30%-44%	8		2	4	5	1		1	21
	45%-59%	10			3	5	1			19
	60%-74%	1			2					8
	75%-89%	1								1
	90%-100%									
Total		41	1	4	11	14	3	2	1	77

TABLE 5 - Continued

SCHOOL		DREE AREAS								TOTAL
CLASS	SCORE	1	2	3	4	5	6	7	8	
P-E-J	30%	10		1	3		1			15
	30%-44%	5		1		2				8
	45%-59%	13		2	2	1			2	20
	60%-74%	3			1					4
	75%-89%									
	90%-100%									
Total		31		4	6	3	1		1	47
E-J	30%	1		2						3
	30%-44%	2		1		1				4
	45%-59%	5								5
	60%-74%	1								1
	75%-89%									
	90%-100%									
Total		9		2		1				13
AG	30%	1	1				2			4
	30%-44%	2								2
	45%-59%	1	1							2
	60%-74%									
	75%-89%									
	90%-100%									
Total		4	2				2			8
Grand Totals		140	4	26	40	36	13	3	4	266

TABLE 6.

A Summary of Ratings of Schools on the Basis of Selected Special Facilities Tailored to a Pre-Conception of Special Facility Desirability Required for the Class of School Claimed - Categorized by DREE Area.

SCHOOL % SCORE	DREE AREAS 1	2	3	4	5	6	7	8	TOTAL
<30%	44	3	11	9	10	5	2		82
30%-44%	26		10	8	12	2	1	2	58
45%-59%	45	1	4	12	8	3		2	73
60%-74%	17			9	5	3			34
75%-89%	8		1		1				10
90%-100%									
Grand Totals	140	4	26	40	36	13	3	4	266

TABLE 7.

A Summary of the Occurrence of Selected General Plant and Site Characteristics Presented by DREE Areas.*

SCHOOL		DREE AREAS								TOTAL
		1	2	3	4	5	6	7	8	
FUEL	Coal and/or wood	1								
	Oil	120	2	21	36	30	24	3	4	240
	Electricity	16	1	7	1	5	1			31
	Other (combination	6								6
										270
WATER SUPPLY	Well	53	3	10	3	8	4	2		83
	City/town mains	71		15	34	26	10	1	4	61
	Other	2	1	1			1			5
										286
TOILETS	Indoor flush	129	3	23	36	35	15	2	4	247
	Indoor non-flush	3	2							5
	Outdoor			2						2
										247
FIRE SAFETY	Fire resistant	33		3	10	15	3		1	65
	non-fire resistant	107	4	23	22	20	11	3	2	92
										250
SITE	Organized playground space	36	1	2	4	4	4	1		52
	Organized parking space	45	1	7	18	10	4	1	2	88
	Landscaped area(s)	38		2	12	7	4			63
	Walkways	46		5	16	10	5		3	85

*In some cases a school is tabulated more than once on the same general item - e.g. 1 school as having both Oil and Electric Heating.

Findings

A number of findings have been made from examining the tables. Some of the more striking ones are noted below:

1. a) 52.6% of the DREE schools are in the St. John's DREE area.
   b) 28.6% are in Grand Falls-Botwood-Gander and Corner Brook.
   c) The remaining DREE areas contain, collectively, less than 20% of the schools.

2. a) 54.8% of the pupils of the DREE areas are in the St. John's area.
   b) 28.4% of the pupils are in Grand Falls-Botwood-Gander and Corner Brook.
   c) The remaining DREE areas contain, collectively, less than 20% of the pupils.

3. One measure of the degree of organization presently existing in the DREE areas may be made on the basis of the specialized use of school structures. Over 75% of the pupils are located within specialized schools, i.e., accommodating a maximum of two divisions.* The remainder are in either all-grade schools or schools containing kindergarten through grade nine. The situation is presented graphically in the figure over:

*Major divisions are: primary, elementary, junior high, and senior high.

Degree of Specialization	No. of Divisions		Class	
more	1	-	RHS, JHS, E, P	75%
	2	-	CHS, PE, EJ	
less	3	-	PEJ	25%
	4	-	All Grade	

4. To adequately accommodate a modern program it can be postulated that school plants should be of a certain minimum size. Using twenty instructional spaces as a minimum desirable size for all schools having secondary grades and fifteen for all others, the following is the situation in the DREE areas:*

Class of School	Percentage having less than adequate size
Regional High School	53%
Central High School	79%
Junior High School	69%
Primary-Elem-Junior	66%
Elementary-Junior	85%
All Grade	100%
Elementary	86%
Primary	85%
Primary Elementary	78%

*Larger schools are generally advocated. Some research is available to those interested in establishing minimum size.

5. It may be postulated that school structures over twenty years of age are more likely to contain elements of obsolescence than more recent structures. The percentages of such buildings in all DREE study areas are noted below on the basis of their classification.

Classification	Twenty years of age or over
Regional High School	6%
Central High School	7%
Junior High School	31%
Elementary	62%
Primary	54%
Primary Elementary	50%
Primary-Elem-Junior High	38%
Elementary-Junior	31%
All Grade	25%
Overall	39%

The foregoing findings are by no means exhaustive. They are meant to suggest the large amount of information that may be derived from examination of the tables.

APPENDIX

(Specimen of letter from Mr. F.W. Rowe, Minister of Education and Youth, to principals.)

GOVERNMENT OF NEWFOUNDLAND AND LABRADOR

DEPARTMENT OF EDUCATION

Office of The Minister — ST. JOHN'S

Dear Principal:

Dr. P.J. Warren and Dr. R.D. Fisher from the Department of Educational Administration, Memorial University, have received financial assistance from the Department of Regional Economic Expansion of the Government of Canada and from the Department of Community and Social Development of the Government of Newfoundland and Labrador to conduct a major study of school facilities in Newfoundland.

At the moment, a large number of our small, inadequate school buildings are being replaced by bigger ones or are being updated and reorganized into bigger school units. Furthermore, a number of relatively large modern schools are being planned for different parts of the Province. We believe that Dr. Warren's study will make a major contribution towards providing the information necessary for planning these school facilities. We in the Department are, therefore, pleased to be associated with the study and to be extending our support to it.

As part of this study, you are being asked to complete a questionnaire. If the undertaking is to be successful, it is essential that you return the completed form as early as you can. I respectfully solicit your co-operation in this regard.

Yours sincerely,

C Rowe

for F.W.ROWE
MINISTER OF EDUCATION & YOUTH

(Specimen of Letter Sent to District Superintendents.)

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Department of Educational Administration

December 14, 1970

Dear Sir:

The Department of Educational Administration at Memorial University is surveying the school facilities of Newfoundland and Labrador under a grant from the Federal and Provincial Governments.

Some of the schools in your district have been chosen as subjects for the first phase of this research. Consequently, we are in the process of contacting the administrators in those buildings. We are asking them to fill out questionnaires which are basically concerned with the adequacy and location of the physical facilities for which they are responsible. For your information a specimen questionnaire is attached.

At a later time we will be sending to building administrators a supplementary questionnaire. A survey representative may also visit the building at that time. We will also be contacting you for your views and assistance.

The results of the survey, hopefully, will aid in providing additional educational benefits for the youth of Newfoundland and Labrador.

We are certain that you will be interested in our findings. Therefore, we will keep you informed of our progress and results of the survey. If you have any questions or comments, please write or telephone us.

Many thanks for your cooperation.

Yours truly,

P. J. Warren
Head, Educational Administration.

R. D. Fisher
Assistant Professor.

Enc: Q. Form 1

(Specimen of Letter
Sent to principals.)

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Department of Educational Administration

December 10, 1970

Dear Principal:

The Department of Educational Administration, Memorial University is studying the school facilities of Newfoundland and Labrador for the Federal and Provincial Governments. You have been chosen as a participant in this survey.

Please fill in the attached questionnaire, according to the instructions contained therein. It is urgent that it be completed by you, to the best of your ability, and returned to us immediately. If you have any questions, telephone St. John's, 579-5081, Ext. 2108, at once.

Your superintendent has approved our contacting you and is cooperating with us in the survey.

Unless you have received other instructions you should return the completed questionnaire to the address above by Airmail First Class, before school is out Friday, December 25. May we emphasize that the immediate return of this questionnaire is essential.

Thank you for your cooperation.

Yours truly,

P. J. Warren

P. J. Warren
Head, Educational Administration.

R. D. Fisher

R. D. Fisher
Assistant Professor.

Enc: Questionnaire

SPECIMEN

A SURVEY OF SCHOOL FACILITIES

IN NEWFOUNDLAND AND LABRADOR

for

The Government of Canada

and

The Government of Newfoundland and Labrador

* * * * * * * *

Conducted by

Dr. P. J. Warren and Dr. R. D. Fisher
The Department of Educational Administration
Memorial University
St. John's, Newfoundland

Telephone: (709) 579-5081, Ext. 2108

* * * * * * * *

(This survey is supported by the Department of Regional Economic Expansion of the Government of Canada, and the Department of Community and Social Development of the Government of Newfoundland and Labrador.)

Form 1

PLEASE NOTE

THIS QUESTIONNAIRE IS TO BE ANSWERED BY THE PRINCIPAL OR TEACHER-IN-CHARGE. IF THERE IS MORE THAN ONE BUILDING UNDER YOUR CONTROL, PLEASE COMPLETE A SEPARATE QUESTIONNAIRE FOR EACH BUILDING.

* * * * * * * *

INSTRUCTIONS

You, The Principal or Teacher-In-Charge of the building, are requested to answer all sections of this questionnaire to the best of your ability. Your early reply is essential, but accuracy is also important.

Many of the questions that follow can be answered by checking. Please check (✓) in the space provided, where applicable.

Thank you!

P. J. Warren
R. D. Fisher

A. IDENTIFICATION

1. Full Name of school district (Print) _____

2. Full Name of your school (Print) _____

3. Full Post Office Address of School (Print) _____

4. Town or village (Print) _____

5. Name of superintendent (Print) _____

6. YOUR NAME, TITLE (Print) _____ (Name) _____ (Title)

7. Your telephone numbers _____ (School) _____ (Home)

8. What is the type of your school?

   a. _____ Roman Catholic
   b. _____ Integrated
   c. _____ Pentecostal Assemblies
   d. _____ Other (Please write in)
   _____

9. Please circle all grades taught in your school.

   Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12 13

10. How is your school classified?

    a. _____ Primary
    b. _____ Elementary
    c. _____ Junior High
    d. _____ Central High
    e. _____ Regional High
    f. _____ All-grade
    g. _____ Other (Please write in)
    _____

11. How many full-time teachers are there in your school? (Count yourself.) _____

12. How many pupils are there in your school? _____

    a. Of the above, how many are in kindergarten _____
    b. Of the above, how many are in opportunity classes _____
    c. If co-institutional, check male _____ or female _____

13. How many rooms do you have in which instruction is given?

    (Include shops, labs, etc.) _____

B. GENERAL PLANT INFORMATION

14. In your opinion, regarding its overall physical condition, which statement below best describes the building? (Check one)

	✓ Check only one
a. It is in very bad condition and should be replaced	_____
b. It is in bad condition but would be usable if major expenditures were made	_____
c. It is in bad condition but would be usable if minor expenditures were made	_____
d. It is in fair condition	_____
e. It is in fairly good condition	_____
f. It is in good condition	_____
g. It is in excellent condition	_____

Do you have any comments regarding your answer to this question?

_____

_____

_____

In your own words:

15. State present condition of roof(s) _____

_____

16. State present condition of heating system _____

17. State type of fuel (Coal, Wood, Oil, Electricity) _____

18. State quality of the water supply _____

19. State present condition of fresh water plumbing _____

State source of water supply (well, cistern, city mains) _____

20. State present condition of toilet facilities, also "flush", "non-flush", outdoor, etc. _____

21. State present adequacy of lighting system _____

22. State present adequacy of electrical power (e.g. electrical outlets, blowing fuzes, etc.) _____

23. Fill in the blanks below to the best of your knowledge. (Estimate if necessary.)

	Date of Construction	Number of Classrooms	Approx. Cost	Fire resistant (Yes or No)
Original Bldg.				
Addition				
Addition				
Addition				
Addition				

24. Does your school have the following special facilities? (Check "yes" or "no". Make a comment if you wish.)

	Yes	No	Comment
a. Pre-kindergarten	_____	_____	_____
b. Kindergarten	_____	_____	_____
c. Home Economics	_____	_____	_____
d. Industrial Arts	_____	_____	_____
e. Library and/or Instructional Materials Center	_____	_____	_____
f. Health Room	_____	_____	_____
g. Chemistry Lab.	_____	_____	_____
h. Physics Lab.	_____	_____	_____
i. Biology Lab.	_____	_____	_____

	Yes	No	Comment
j. All-Purpose Science Room			
k. Music Room			
l. Art Room			
m. Business Education			
n. Principal's Office			
o. Vice-Principal's Office			
p. Secretarial Office			
q. Gymnasium			
r. Separate Auditorium			
s. Cafeteria or lunchroom			
t. Staff Room (lounge)			
u. Staff Work Room(s)			
v. Staff Toilets			
w. Caretaker's Room(s)			
x. Audio-Visual Storage Room			
y. Storage Room for School Supplies			
z. Storage Room for Sports Equipment			
aa. Pupil Lockers (State with or without doors)			
bb. Language Laboratory			
cc. Guidance Room			
dd. Pupil Showers			
ee. Swimming Pool			
ff. Community Meeting Rooms			

	Yes	No	Comments
gg. "Opportunity" Class Room(s)			
hh. Stage			
ii. Water Pump Room			
jj. Fuel Storage Room			
kk. Superintendent's Office			
ll. Business Manager's Office			
mm. Supervisor's Office			
nn. Automobile/Bus Heater Connections			
oo. Emergency or Standby Electrical Power			
pp. Kitchen			
qq. Automatic Hot Water Supply			
rr. Fire Extinguishers			
ss. "Panic" Type Exit Door Hardware			
tt. Wooden Stairways			
uu. Special Fire Bells			
vv. Inter-Communication System			
ww. Wash basins for pupils			
xx. Drinking Fountain(s)			

C. SITE

(Check (✓) yes or no, or appropriate blank. Estimate where necessary.)

25. A school site is defined as the land which the school is built on, together with the surrounding related area such as playgrounds, ball-fields, etc. The approximate acreage of your school site is

    a. less than 1 acre ..... _____
    b. 1-3 acres ..... _____
    c. 4-9 acres ..... _____
    d. 10-20 acres ..... _____
    e. more than 20 acres ..... _____

26. What portion of the site is used for the building?

    a. less than 25% ..... _____
    b. 25% - 50% ..... _____
    c. more than 50% ..... _____

27. What portion of this site is used for the playground?

    a. less than 25% ..... _____
    b. 25% - 50% ..... _____
    c. more than 50% ..... _____

28. Does the school site provide the following?	Yes	No
a. organized playground space	_____	_____
b. organized parking space	_____	_____
c. landscaped area(s)	_____	_____
d. walkways	_____	_____

29. Does the school site provide, in your opinion,	Yes	No
a. sufficient building "set-back" from the road?	_____	_____
b. adequate drainage of surface waters?	_____	_____
c. safe vehicular traffic patterns on site?	_____	_____
d. adequate bus loading facilities?		

Comment: _____

_____

	Yes	No
30. Is the entire site utilizable for recreation purposes?	_____	_____

Comment on this:

_____

_____

_____

31. All things considered, from the standpoints of safety, health, program requirements, and aesthetics, do you consider the school site to be adequate?	_____	_____

32. If the answer to (31) above is "no", please elaborate, briefly, below:

_____

_____

_____

_____

33. Are the grounds large enough to allow for expansion of the building? (Without violating requirements for adequate play areas, parking, and landscaping.)	_____	_____

34. Estimate the distance in miles that your most distant group of students must travel one-way to school. _____ miles

35. If your school is not located in a community, estimate the distance in miles that it is located <u>from</u> the <u>major</u> center of school population. _____ miles

Percentage Range Indication Table Used in the Construction of Table 5 and 6.

	% SCORE	RHS 9-11	CHS 7-11	JHS 7/8-9	Elem 3/4-6/7	Prim k-3/4	PE k-6/7	PEJ k-8/9	EJ 3/4-8/9	AG k-11
F	30%	0-9	0-9	0-9	0-8	0-8	0-8	0-10	0-9	0-10
E	30%-44%	10-14	10-14	10-14	9-12	9-13	9-13	11-15	10-14	11-15
D	45%-59%	15-19	15-19	15-19	13-16	14-17	14-17	16-20	15-19	16-20
C	60%-74%	20-25	20-25	20-24	17-20	18-22	18-22	21-25	20-24	21-26
B	75%-89%	26-30	26-30	25-29	21-24	23-26	23-26	26-30	25-29	27-30
A	90%-100%	31+	31+	30+	25+	27+	31+	31+	30+	31+
	total possible items	34	34	33	28	27	30	35	33	36

Resevoir of Fifty Items Used to Develop Special Facility Ratings, Categorized by School Classification. (Checks indicate specific items used.)

	AG	RHS	CHS	JHS	P	E	PE	PEJ	EJ
a. Pre-kindergarten	X				X		X	X	
b. Kindergarten	X				X		X	X	
c. Home Economics	X	X	X	X				X	X
d. Industrial Arts	X	X	X	X				X	X
e. Library and/or Instructional Materials Center	X	X	X	X	X	X	X	X	X
f. Health Room	X	X	X	X	X	X	X	X	X
g. Chemistry Lab.	X	X	X	X				X	X
h. Physics Lab.	X	X	X	X				X	X
i. Biology Lab.	X	X	X	X				X	X
j. All-Purpose Science Room	X	X	X	X	X	X	X	X	X
k. Music Room	X	X	X	X	X	X	X	X	X
l. Art Room	X	X	X	X	X	X	X	X	X
m. Business Education	X	+	X						
n. Principal's Office	X	X	X	X	X	X	X	X	X
o. Vice-Principal's Office	X	X	X	X	X	X	X	X	X
p. Secretarial Office	X	X	X	X	X	X	X	X	X
q. Gymnasium	X	X	X	X	X	X	X	X	X
r. Separate Auditorium									
s. Cafeteria or lunchroom	X	X	X	X	X	X	X	X	X
t. Staff Room (lounge)	X	X	X	X	X	X	+	X	X
u. Staff Work Room(s)	X	X	X	X	X	X	X	X	X
v. Staff Toilets	X	X	X	X	X	X	+	X	X

	AG	RHS	CHS	JHS	P	E	PE	PEJ	EJ
w. Caretaker's Room(s)	X	X	X	X	X	X	X	X	X
x. Audio-Visual Storage Room	X	X	X	X	X	X	X	X	X
y. Storage Room for School Supplies	X	X	X	X	X	X	X	X	X
z. Storage Room for Sports Equipment	X	X	X	X	X	X	X	X	X
aa. Pupil Lockers (State with or without doors)	X	X	X	X	X	X	X	X	X
bb. Language Laboratory	X	X	X	X	X	X	X	X	X
cc. Guidance Room	X	X	X	X	X	X	X	X	X
dd. Pupil Showers									
ee. Swimming Pool									
ff. Community Meeting Rooms									
gg. "Opportunity"Class Room(s)	X	X	X	X	X	X	X	X	X
hh. Stage									
ii. Water Pump Room									
jj. Fuel Storage Room									
kk. Superintendent's Office									
ll. Business Manager's Office									
mm. Supervisor's Office									
nn. Automobile/Bus Heater Connections									
oo. Emergency or Standby Electrical Power	X	X	X	X	X	X	X	X	X
pp. Kitchen									
qq. Automatic Hot Water Supply	X	X	X	X	X	X	X	X	X
rr. Fire Extinguishers	X	X	X	X	X	X	X	X	X
ss. "Panic" Type Exit Door Hardware	X	X	X	X	X	X	X	X	X

	AG	RHS	CHS	JHS	P	E	PE	PEJ	EJ
tt. Wooden Stairways									
uu. Special Fire Bells	X	X	X	X	X	X	X	X	X
vv. Inter-Communication System									
ww. Wash basins for pupils	X	X	X	X	X	X	X	X	X
xx. Drinking Fountain(s)	X	X	X	X	X	X	X	X	X
Item Totals	36	34	34	33	30	28	30	35	33

TABLE 8. A Tabulation of Basic Data Containing General Plant, Site, and Identification Characteristics Shown by School Districts Within DREE Areas.

KEYS

SCHOOL DISTRICTS

1. Avalon (I)
2. Conception Bay South (I)
3. Avalon North (I)
4. St. John's (R)
5. Conception Bay Center (R)
6. Conception Bay North (R)
7. Ferryland (R)
8. Pentecostal
9. Adventist
10. Bonavista-Trinity-Placentia (I)
11. Burin (I)
12. Burin Peninsula (R)
13. Exploits Valley (I)
14. Notre Dame (I)
15. Terra Nova (I)
16. Exploits-White Bay (R)
17. Gander-Bonavista (R)
18. Bay of Islands-St. George (I)
19. Humber-St. Barbe (R)
20. Bay St. George (R)
21. St. Barbe South (I)
22. Labrador East (I)
23. Labrador (R)
24. Port Au Port (R)

FEATURES \ DREE AREAS / SCHOOL DISTRICTS	ST. JOHN'S									COME BY CHANCE		BURIN		GRAND FALLS - BOTWOOD - GANDER							CORNER BROOK			STEPHENVILLE			HAWKES BAY - PORT AU CHOIX			HAPPY VALLEY		TOTAL
	1	2	3	4	5	6	7	8	9	10	8	11	12	13	14	15	16	17	8	9	18	19	9	18	20	8	24	21	19	8	22	23	
1. Number of Communities	8	8	17	8	6	7	2	2	2	3	1	8	7	5	2	2	5	1	4	1	8	5	1	3	3	1	1	2	2	1	2	2	129
2. Type of School:																																	
Roman Catholic				42	12	10	2						11				8	2				14			6		3	2				1	113
Integrated	32	12	22							3		15		16	5	3					31	1		5					1	3		139
Pentecostal								2			1								4							1							8
Seventh Day									3											1													4
3. Class of School																																	
Regional High (9-11)	3	1	2	3								2	2	2							1	1											17
Central High (7-11)			1		4	4						1	1	2	1	1	2	1	2			3		1	2		1		1			28
Junior High (7-9)	4	1	1	3										1							2	1											13
All Grade (K-11)			2					1		2														1		1							7
Primary (K-3)	1	4	5	9	3						1	5	2	2	2						3	2			1		1			1			41
Elementary (4-6)	1		1	3								1	1	3	1				1		5	2		1		1						21
Primary-Elementary (K-6)	17	6	4	3	2	6	2		1	1		1	3	6	5	2	5	1	1		7	6		1	2		3	2			1			88
Prim.-Elem.-J.H.S. (K-9)	6		6	14	2			1	1			3	1		1					1	3			1						1	1		42
Elem.-J.H.S. (4-9)				9	1				1			2	1								1												14
Total	32	12	22	42	12	10	2	2	3	3	1	15	11	16	5	3	7?	2	4	1		14				1							220
4. Instruction spaces (rooms)	500	99	189	715	89	85	17	18	16	23	1	107	99	191	50	79	123	41	37	4	224	163		57	62	11	94	5	7		47	10	3163
5. Students:																																	
Kindergarten	1060	227	352	1703	443	139	45	45	40	50	2	261	211	387	119	167	232	79	31	21	405	389		86	139	21	100	19			215	34	7336
Opportunity Classes	223	72	188	439	32	40			9			9	68	80		33	71		11		41	8		9			28				21		1302
Male																																	
Female																																	
Total from Guest.	12,713	2487	4789	16,452	1778	2004	319	459	297	572	23	2914	2998	4544	1015	1937	3068	991	1043	100	6048	4350		1436	1658	280	2248	122	163		1371	256	81708
6. Number of Teachers	581	98	192	736	95	90	14	18	15	22	1	109	107	195	50	79	120	40	41	4	224	164		58	63	11	95	5	8		50	9	3263
7. Type of Fuel:																																	
Coal and/or wood					1																												1
Oil	32	12	17	36	11	7	2	2	2	2	1	13	8	16	5	3	6	2	3	1	20	9		5	6	1	3	2	1		3	1	231
Electricity other/combination	4		4	9		1/2			1	1		4	3				1				1	5			1								
8. Water Supply Service																																	
Well	6	12	13	7	11	7	2	1	1	2	1	9	1		1		1		1		5	3		1	3			1	1				90
City Mains	26		1	32		3		1	2			6	9	16	4	3	6	2	2	1	15	11		4	2	1	3	1			3	1	161
Other			2							1			1												1								5
9. Type of toilets:																																	
Indoor flush	31	12	19	39	12	10	2	2	3	2	1	13	10	16	5	3	7	2	3	1	21	14		5	6	1	3	1	1		3	1	248
Indoor non-flush	1		2							1		1																					5
Outdoor												1	1																				2
10. Fire resistant	11	1		11	5	3		1	1			2	1	2	1	2	4		1		7	8			1		2					1	68
11. Non-fire resistant	20	12	22	29	10	9	2	1	2	3	1	13	10	10	4	1	1	2	3	1	14	6		5	4	1	1	2	1		2		191
12. Organized playground space	12		3	14	8	2		1	1	1		2		1			2		1		2	2		1	2		1	1					52
13. Organized parking space	14	3	3	20		3		1	1	1		4	3	8	1	1	4	2	2		7	3		1	1	1	1	1			2		88
14. Landscaped area(s)	15	1	3	17		2							2	3		2	3	2	2		4	3		2	1	1							63
15. Walkways	19	3	3	18	2	1			1			2	3	4		1	4	2	1		3	7		2	1	1	1				2	1	84

TABLE 9. Ratings of Physical Conditions Shown by School Districts Within DREE Areas.

KEYS

SCHOOL DISTRICTS

1. Avalon (I)
2. Conception Bay South (I)
3. Avalon North (I)
4. St. John's (R)
5. Conception Bay Center (R)
6. Conception Bay North (R)
7. Ferryland (R)
8. Pentecostal
9. Adventist
10. Bonavista-Trinity-Placentia (I)
11. Burin (I)
12. Burin Peninsula (R)
13. Exploits Valley (I)
14. Notre Dame (I)
15. Terra Nova (I)
16. Exploits-White Bay (R)
17. Gander-Bonavista (R)
18. Bay of Islands-St. George (I)
19. Humber-St. Barbe (R)
20. Bay St. George (R)
21. St. Barbe South (I)
22. Labrador East (I)
23. Labrador (R)
24. Port au Port (R)

RATINGS

A
- a - It is in excellent condition
- b - It is in good condition
- c - It is in fairly good condition

Good; excellent; completely adequate.

C
- d - It is in fair condition

Barely acceptable/adequate; easily improved.

E
- e - It is in bad condition but would be usable if minor expenditures were made.
- f - It is in bad condition but would be usable if major expenditures were made.
- g - It is in very bad condition and should be replaced

Poor; inadequate; should be replaced or improved.

FEATURES	RATING	ST. JOHN'S 1	2	3	4	5	6	7	8	9	COME BY CHANCE 10	8	BURIN 11	12	GRAND FALLS - BOTWOOD - GANDER 13	14	15	16	17	8	9	CORNER BROOK 18	19	9	STEPHENVILLE 18	20	8	24	HAWKES BAY - PORT AU CHOIX 21	19	8	HAPPY VALLEY 22	23	TOTAL
Overall Physical Condition	a	9		1	4	1				1	1		3		1			1		1			2		1	1		1						29
	b	10	4	9	17	8	2		1				4	3	3		3	2	1			8				4			1					80
	c	3		4	6	1	1			1	1	1	3	1	5	4		4	1	1	1	2			1						1	1		43
	d	4	2	3	7	2	5	1	2				2	5	3			1		2		4	3		1				1	1		1		50
	e		1	1										2									1			1		1						7
	f	1	2	4	2					1	1		1									1	6		1		1						21
	g	3	3		6		1	1					2		5	1						5	2		1	2		1				1		34
Present condition of roof(s)	A	24	7	12	24	12	7	1	3	2	3	1	12	11	12		3	8	2	2	1	11	11		2	5	1	3	1			2		188
	C	6	2	9	7		1	1		1			7		2	3						7	1		2	2				1				47
	E		3	1	6		1						1		3	2				2		4	1									1	1	26
Present condition of heating system	A	23	6	7	30	6	4	1	2	2	3	1	13	7	10	2	2	7	2	3	1	12	13		1	6	1	1	2			1		169
	C	5	4	9	7	4	3	1	1				1	3	6	2				1		8			1			1		1		1	1	60
	E	2	2	6	5	2	2						1	1	1	1		1				1	1		2			1				1		30
Quality of water supply	A	27	8	19	39	4	7	1	1	2	1		10	8	11	5	3	7	2	4	1	14	13		3	6			1			2	1	208
	C	1	1	2			2		1	1			3	1	2							3			1							1		19
	E	3	3	1	2	3		1	1	0	2	1	4	2	4			1				2	1			1	1	3		1				36
Present condition of fresh water plumbing	A	21	4	15	29	10	5		2		1		11	9	11	5	3	8	2	2	1	16	13						2			2	1	186
	C	2	2	6	5	1	4	1					3	1	3					1		2			1			1			1		34
	E	1	1	2	3	1		1	1	1	2		1	1	3	5			2	1		1	1		1	2	1	2		1				41
Present condition of toilet facilities	A	22	6	9	27	8	7	1	1	2	1	1	11	7	12	3	3	6	2	1	1	13	11		6	1		2	1			2	1	168
	C	1	4	11	6	2	2	1	1		1		1	3	4	2		1		1		6	2		2		1	1						53
	E	3	2	2	6	2	1		1	1	1		3	1	1			1		2		2	1		2					1		1		34
Present adequacy of lighting system	A	23	5	13	29	10	2	1	1	2	1		10	6	9	2	2	5	2	3	1	15	11		9		1	1	1			1	1	167
	C	4	3	5	6		3		1	1	2	1	1	1	6	2		1		1		3	1			1		1	1	1				46
	E	2	4	5	6	2	5	1	1				4	4	2	1	1	2				3	2		1			1			1			48
Present adequacy of electrical power	A	25	8	9	27	11	3	1		3	3		12	7	11	3	2	7	2	3	1	14	11		7	3		2	2			2		179
	C	3	3	8	6	1	1		1				2	3	4		1	1				5	2		2		1				1		45
	E	1	1	4	6			1	2				1	1	2	2				1		2	1					1		1				26
Sufficiency of building "set back" from road	A	17	5	14	36	10	6		1	2	1	1	8	2	4	3	3	7	2	3	1	8	7		6	2		1	2			2	1	152
	C																																	-
	E	11	7	9	14	2	4	1	2	1	2		7	8	13	1		1		1		16	6		4		1	2		1		1		114
Adequacy of surface water drainage on site	A	18	6	14	27	9	7	1	2	2	2	1	9	5	10	3	1	7	2	3	1	13	8		4		1	1	1			1	1	160
	C																					1												1
	E	10	6	8	14	3	3	1	1	1	1		6	6	7	2	2	1		1		9	6		5			2		1		2		96
Safety of vehicular traffic patterns on site	A	14	4	13	11	4	7			3			2	2	6	2	2	6	2	2	1	8	5		2	2			1	1		1		101
	C																					1										2		3
	E	14	8	9	30	8	3	2	2		1		12	8	10	3	1	2		2		9	9		8		1	3				1		146
Adequacy of bus loading facilities	A	9	4	7	12	5	4			1			6	1	5	2	2	5	2	1	1	4	7		5	1		2						81
	C	3		3	2									1						1		2										1		13
	E	11	6	6	16	4	2		2	1	1		5	5	7	3	1			2		8	9		4	1		1				2		97
Utilizability of entire site for recreation purposes	A	9	2	2	7	2	1	2		1			5	2	7	1	1	1	1	3		3	3		3	1	1	1	2			2		63
	C	1	2	2		2								1								1												9
	E	18	8	15	37	8	8	2	3	2	3	1	8	8	11	4	2	6	1	1	1	17	11		8	1		2		1		1	1	129
Overall adequacy of site (safety, health, program requirements, aesthetics)	A	6	3	2	12	1	4			1		1	5	1	3	1	1	4	2	2		6	7		3	3		1	2			1		71
	C	1		1		1				1								1				1												6
	E	20	9	16	28	10	7		3	1	3		8	10	14	4	2	2		2	1	14	7		7	1		2		1		2	1	175
Convenience of site for building expansion	A	8	4	7	11	6	5		1	2	3	1	6	3	7	2	3	4	2	2		11	11		7			1	2	1		2	1	106
	C	1		1	1				1				1		3																			8
	E	19	8	13	33	6	5	2	1	1			7	8	6	3		3		2	1	10	10		2	1	1	1						143