SCHOOL LIBRARIES COUNT!

NATIONAL LONGITUDINAL SURVEY OF SCHOOL LIBRARY MEDIA PROGRAMS

AMERICAN ASSOCIATION
OF SCHOOL LIBRARIANS

AASL

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METHODOLOGY

AASL's School Libraries Count! annual longitudinal survey is an online survey that is open to all elementary and secondary school library media programs to participate. The 2009 survey was launched on January 30, and closed on March 22. The survey was publicized through various professional organizations and events, and through word of mouth.

RESPONDENTS

AASL has received a high participation rate during the three years this survey has been offered. In 2007 there were 4,571 respondents, in 2008 there were 6,998 respondents, and in the most recent year, 2009, there were 5,824 respondents.

In the current reporting year the respondents were primarily public schools (92%); however, the other demographic areas were quite diverse.

MARGIN OF ERROR

The estimated margin of error among school libraries that responded:

2007 + 1.4 percentage points at the 95% confidence interval

2008 + 1.2 percentage points at the 95% confidence interval

2009 + 1.3 percentage points at the 95% confidence interval

SCHOOL ENROLLMENT SIZE

‹300 students 12%

300-499 students 26%

500-699 students 23%

700-999 students 18%

1,000-1,999 students 16%

›2,000 students. 5%

LOCATION

Metropolitan 66%

Non-metropolitan 34%

SCHOOL LEVEL

Elementary 41%

Jr. High/Middle. 19%

High 26%

Combined. 14%

REGION

Northeast 18%

Midwest 16%

South. 42%

West 25%

AASL MEMBERSHIP

Member 38%

Not a member. 62%

ANALYSIS APPLIED TO 2009 RESULTS

The 2009 results were analyzed in two ways, first analysis was in changes overall for each statistic at three key percentiles: the 50th, the 75th, and the 95th.

- As in previous reports, the purpose of reporting these three figures is to describe the better half of responding school libraries.

- The 50th percentile, or median, is the figure that divides the respondents in half—half reported this figure or above, half a lower figure.

- The 75th percentile is the figure below which three-quarters of the respondents fall and one-quarter above.

- The 95th percentile is the figure at or above which only five percent of the respondents fall.

The second level of analysis was in changes in the average response overall and by subgroups, including school type, level and size of enrollment, region, and two pieces of data from the National Center for Education Statistics (NCES):

- Locale (either Metropolitan, from a city or surrounding suburb, or non-Metropolitan).

- Poverty status (broken into high, or more than average, and low, or below average number of students eligible for government-funded lunch programs).

- Other factors did not yield sufficient numbers of cases to look more closely at specific types of schools (e.g., charter, special education, vocational-technical, alternative, magnet).

OVERALL HIGHLIGHTS

In the major areas of reporting these changes were reported between the 2008 and 2009 data.

HOURS AND STAFFING- The survey reveals that the roles of school libraries continue to grow modestly. School libraries are open, on average, one and a half hours more per week than in 2008. There was no increase in the average number of teachers who are also school library media specialists; however, there was an increase in the average number of hours worked by nearly one hour a week.

BUDGET- The survey showed that a majority of schools received less funding for information resources in 2009, compared to 2008.

COLLECTIONS- In the 2009 data, school library collections continue to grow modestly, though in the periodical subscription area there was a large increase of 29%, or nearly seven subscriptions per library.

TECHNOLOGY- Compared to the 2008 data, 2009 results revealed that investment into networked computers with library access has slowed in the last year. Schools on average added seven percent more computers that could connect to the library, compared to a 20% increase the previous year. Likewise, the pace of school libraries adding remote access slowed, as there was a modest increase of two points last year, compared to a 10-point jump the previous year.

- There was only a slight, though statistically significant, increase in the average number of hours spent each week on planning. The average increased 0.1 hours per week, from 2.3 hours to 2.4 hours. In addition, significant increases were recorded among regular public schools, schools in metropolitan areas and in the Midwest.

- The average number of hours spent each week on instruction increased by 0.7 hours from 13.8 to 14.5. Significant increases were observed in time spent instructing students in elementary schools, public schools, schools with enrollment both under 300 students and 300-999 students, in the northeast and schools with low poverty levels.

- There was no change in the administrative time spent on budgeting.

Hours per week spent meeting with teachers to plan instructional units

	2007	2008	2009
50th Percentile	1	1	2
75th Percentile	3	3	3
95th Percentile	7	7	7
Mean	2.2	2.3	2.4
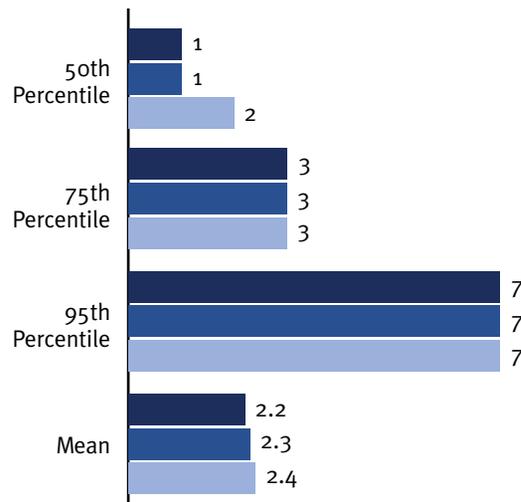
Hours per week spent delivering instruction

	2007	2008	2009
50th Percentile	12	12	14
75th Percentile	20	20	20
95th Percentile	30	30	30
Mean	13.3	13.8	14.5
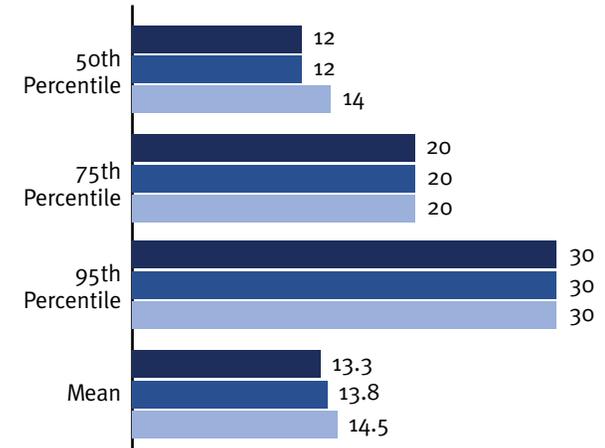
Hours per week spent working on the budget

	2007	2008	2009
50th Percentile	2	2	2
75th Percentile	5	5	5
95th Percentile	15	14	15
Mean	4.1	3.9	3.9

KEY: 2007 2008 2009

- The average number of hours that school library media centers are staffed each week increased to 34 hours, an increase of more than an hour and a half from the last year (32.4 hours). While there were no changes at the 50th, 75th or 95th percentile, there were slight, yet statistically significant, increases among most subgroups.

- There has been a slight increase of 0.6 hours in the number of flexible, unscheduled time in media centers (an increase from 21.3 hours per week to 21.9). Significant increases in unscheduled time compared to last year have been observed at the high school level, among the largest schools with 2,000 or more students, and in schools in metropolitan areas.

- Compared to last year, there are slight increases in staffing of school libraries. The only subgroup with a statistically significant increase is among respondents from schools with combined levels. For these SLMC, the average total number of hours worked increased from 55 to 59.4.

TOTAL NUMBER OF HOURS THE LIBRARY IS OPEN EACH WEEK

50th Percentile
- 2007: 38
- 2008: 38
- 2009: 38

75th Percentile
- 2007: 40
- 2008: 40
- 2009: 40

95th Percentile
- 2007: 45
- 2008: 45
- 2009: 45

Mean
- 2007: 31.8
- 2008: 32.4
- 2009: 34.0

KEY: 2007   2008   2009

DETAILED FINDINGS:

HOURS & STAFFING
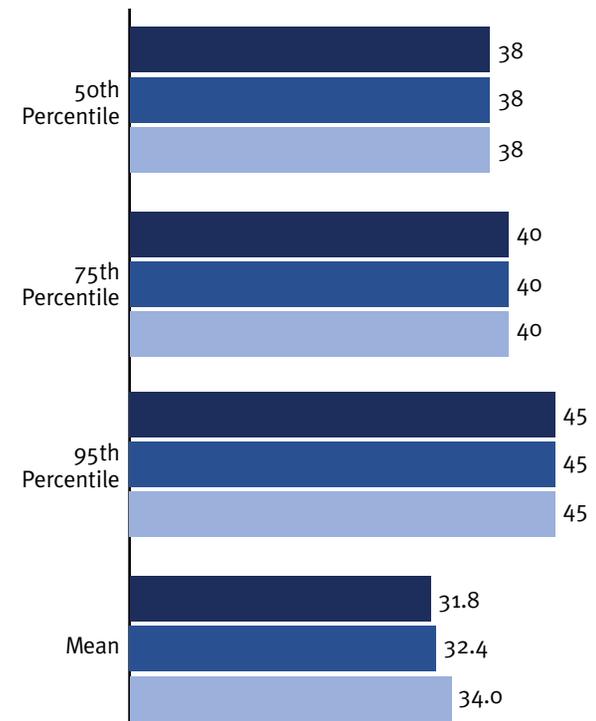
Total number of hours available for flexible scheduling

50th Percentile	18
	20
	20
75th Percentile	36
	38
	38
95th Percentile	40
	40
	40
Mean	20.7
	21.3
	21.9
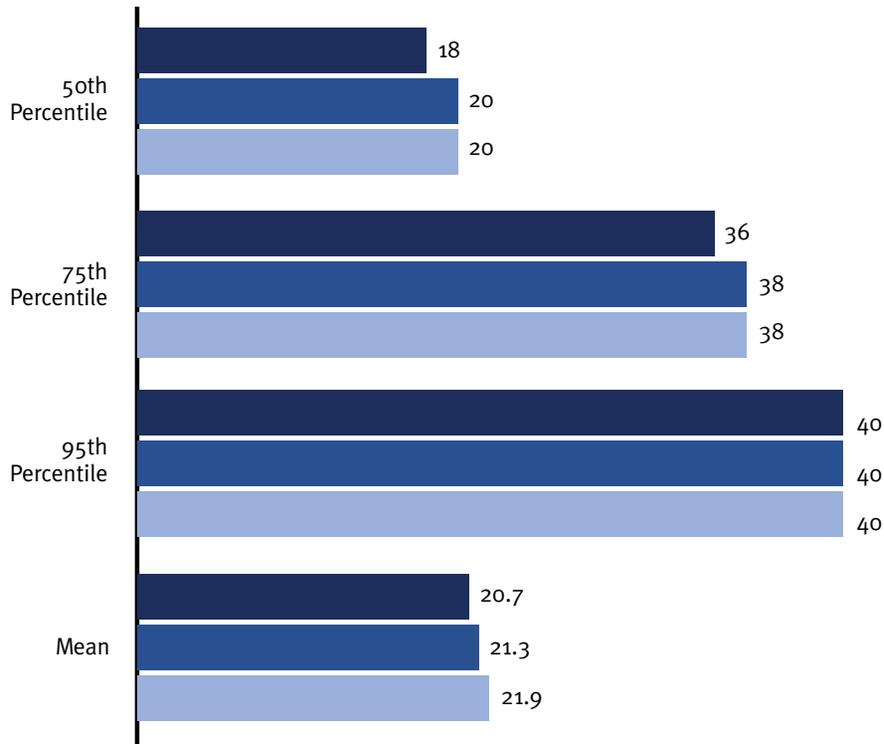
Number of School Library Media Specialists

50th Percentile	1
	1
	1
75th Percentile	1
	1
	1
95th Percentile	2
	2
	2
Mean	0.8
	0.9
	0.9
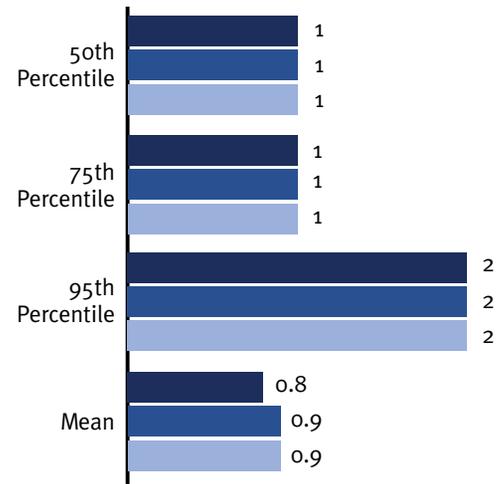
Number of Hours Worked per School Library media specialist

50th Percentile	37.5
	37.5
	37
75th Percentile	40
	40
	40
95th Percentile	48
	65
	62
Mean	28.6
	29.4
	30.2
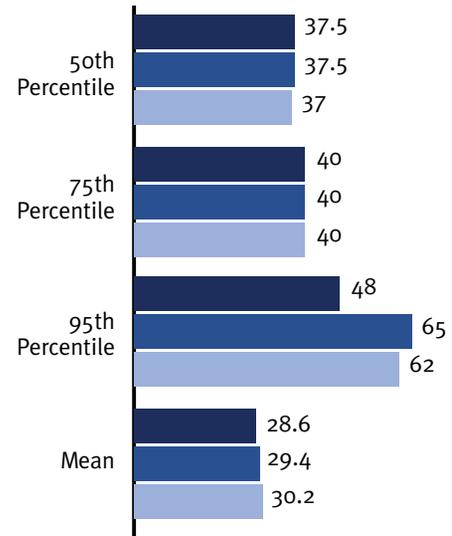
- The average size of collections has grown in the number of books, video materials and audio materials- and, most notably, in the number of periodical subscriptions.

- The biggest increase was in the average number of periodical subscriptions, 29% over the last year (from 23.7 subscriptions to 30.6). The significant increases were among elementary schools, high schools, public schools, Midwest and low poverty.

- Overall there was a three point increase in the average number of books per school to 13,086, an average increase of 432 books from last year's 12,673. On average, there were statistically significant increases in libraries in elementary schools, in metropolitan areas and in the western region.

- There was a five point increase in the average size collection of video materials, from 471.8 last year to 495.6. The only statistically significant increase in the average collection size was among elementary schools.

- The average size of audio collections increased nearly ten points, from 89.9 to 98.4. The only statistically significant increase in the average size of the audio collection was among schools located in metropolitan areas.

- There was no change in the average copyright year of health reference materials (stayed at 1994). The average copyright increased significantly among middle schools (one year) and schools in the northeast and south (one year).

Summary of changes in collections

	2007	2008	2009	2009 Increase
Average number of books	12,889	12,672	13,086	+412 (3.2%)
Average number of periodical subscriptions	22.8	23.7	30.6	+6.9 (29.1%)
Average number of video materials	445.9	471.7	495.6	+23.9 (5%)
Average number of audio materials	86.3	89.9	98.4	+8.5 (9.5%)
Average copyright year for the Dewey range 610-619, health and medicine	1993	1994	1994	No change

DETAILED FINDINGS:

COLLECTION SIZE

Number of Books (excluding bound volumes of periodicals)

50th Percentile	11,497
	11,650
	11,888
75th Percentile	15,008
	15,200
	15,494
95th Percentile	25,000
	23,864
	25,000
Mean	12,889
	12,672
	13,086
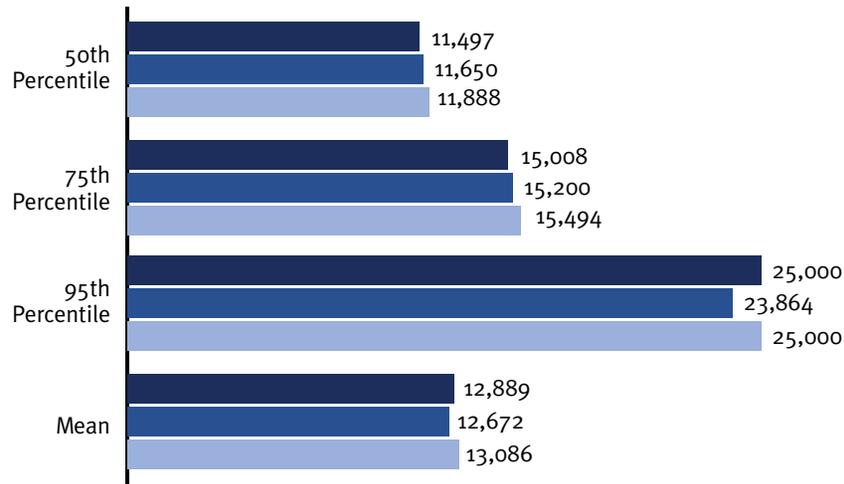
Number of video materials (i.e., VHS cassettes, DVDs)

50th Percentile	267
	300
	300
75th Percentile	542
	589
	591
95th Percentile	1,500
	1,500
	1,600
Mean	443.9
	471.8
	495.6
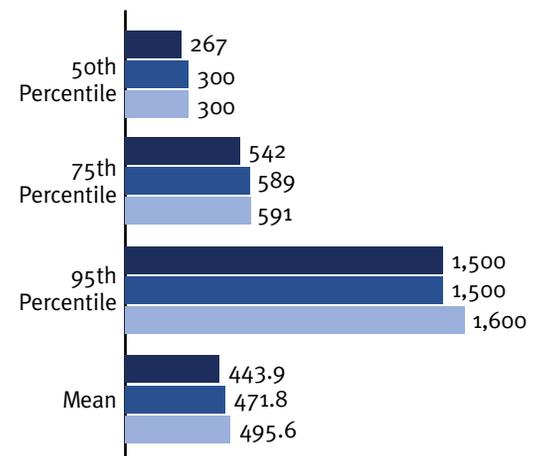
Number of current periodical subscriptions (i.e., magazines, newspapers)

50th Percentile	16
	18
	17
75th Percentile	30
	30
	30
95th Percentile	65
	65
	66
Mean	22.8
	23.7
	30.6
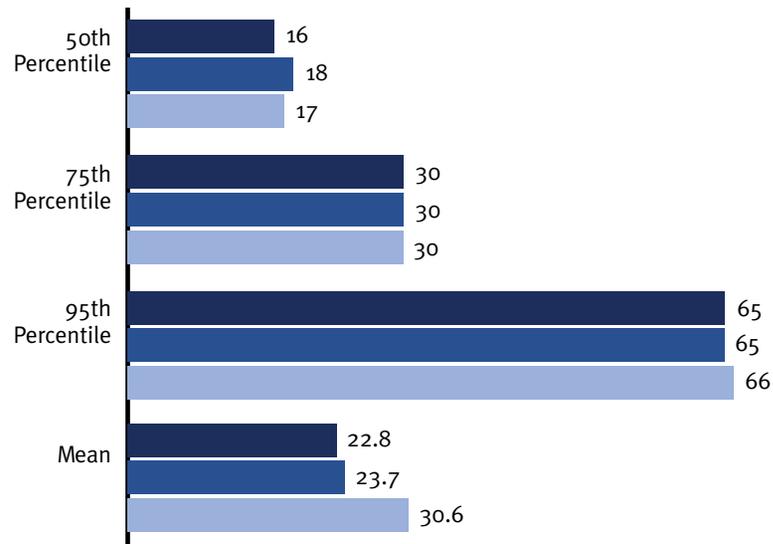
Number of audio materials (i.e., audio books, CDs, music on tape)

50th Percentile	33
	40
	45
75th Percentile	100
	100
	100
95th Percentile	311
	316
	300
Mean	86.3
	89.9
	98.4

KEY: ■ 2007 ■ 2008 ■ 2009

- There were modest increases in the number of computers in schools that are connected to the library.

  Overall the average number of computers in libraries increased by seven points, from 23.9 to 25.6.

  The number of school computers outside of the library that can connect to the library increased by six points, from 168.4 to 178.4.

- Overall there was a slight 2 point increase in the number of schools that offer remote access to their school library's licensed database. The increase was statistically significant among high schools, where there was a four point increase from 84% to 88%.

Number of Computers in the Library

Percentile	2007	2008	2009
50th Percentile	16	16	18
75th Percentile	30	33	34
95th Percentile	64	67	73
Mean	22.6	23.9	25.6
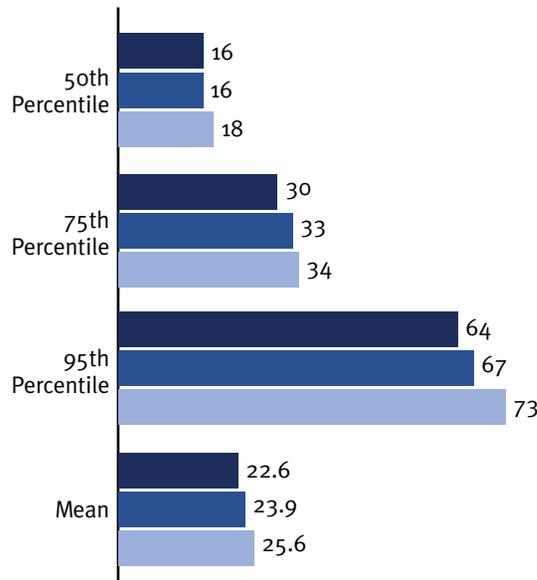
Number of Computers located elsewhere in the school with networked access to library services (e.g, classrooms, labs, office)

Percentile	2007	2008	2009
50th Percentile	100	112	120
75th Percentile	181	200	203
95th Percentile	450	500	530
Mean	136.8	168.3	178.4

KEY: ■ 2007 ■ 2008 ■ 2009

DETAILED FINDINGS:

TECHNOLOGY
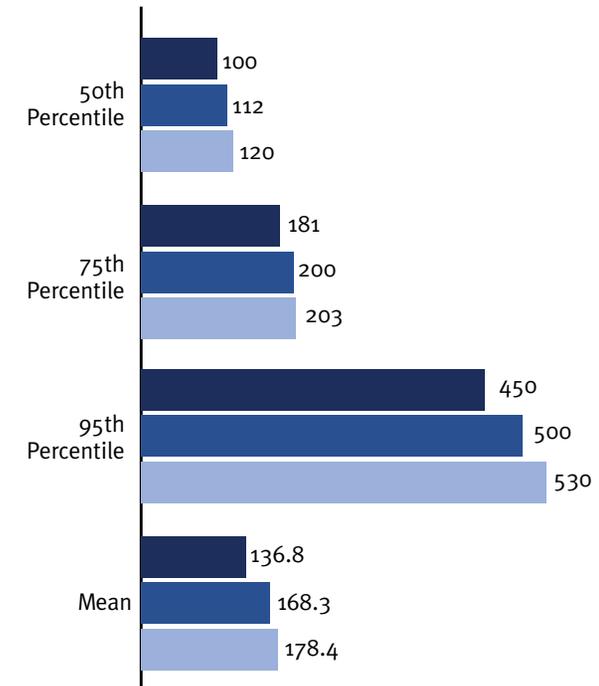
DETAILED FINDINGS: VISITS

- The average number of individual student visits per week remained steady from last year (301.4, in 2009 and 299.7 in 2008). The two groups showing the most significant changes were:

  > Middle schools that saw fewer individual student visits per week (260 per week, down 44 per week from 304 in 2008).

  > Private schools that saw a significant increase from 332 visits per week in 2008, to 397 visits per week in 2009.

- There was a nine percent increase in the average number of group visits each week (29.8, up from 27.4 in 2008). Most significant increases were seen in:

 > Elementary schools (from 24.9 to 27.5)

  > High schools (from 35 to 39.3)

  > Enrollment size 300-999 (from 24.7 to 27.4)

  > Non-metropolitan schools (from 23.8 to 29.7)

KEY:	■ 2007	■ 2008	■ 2009

Number of individual visits per typical week (only those visiting alone, not those visiting as part of a class or a smaller group)

	2007	2008	2009
50th Percentile	150	150	130
75th Percentile	350	375	350
95th Percentile	1,000	1,000	1,057
Mean	281.6	299	301.4
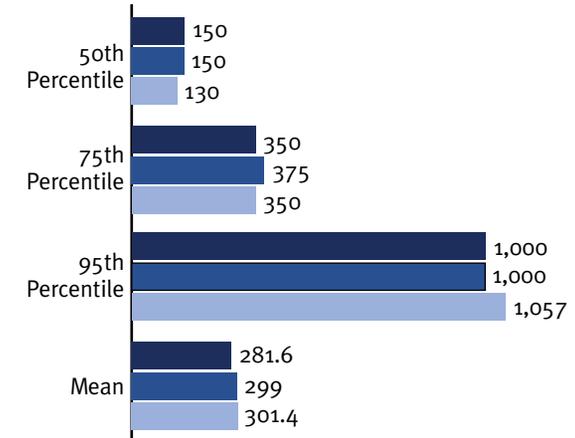
Number of group visits per typical week (i.e, number of whole classes or smaller groups, not the number of individuals in such groups)

	2007	2008	2009
50th Percentile	20	20	20
75th Percentile	29	30	30
95th Percentile	51	50	57
Mean	25.5	27.4	29.8

- Most schools experienced a decrease in average expenditures for information resources (library collections and electronic access to information), though schools with the highest budgets saw increases.

  There was a significant increase in the overall average of expenditures per school (an increase of 19%, from $11,390 last year to $13,525 this year).

  However, there are only decreases at the 50th percentile; 75th percentile and 95th percentile levels compared to last year.

  At the 50th percentile, average expenditures fell by $500, from $7,000 to $6,500. There was no change at the elementary school level, but the average annual expenditure was $1,000 lower in middle and high schools.

  At the 75th percentile, the drop was $1,023 overall, and varied by grade level: $800 at the elementaryschool level, $1,000 for junior high and $1,418 among high schools.

  At the 95th percentile, there were decreases in the average budgets by $1,000 (elementary schools), $2,000 (middle schools) and $2,000 (high schools).

  This indicates that almost all schools experienced a decrease in funding for information resources except for a very small percentage of schools that had significant increases over last year.

Average Spent on Information Resources (i.e., print and non-print materials, licensed databases, and other electronic access to information)

	2007	2008	2009
50th Percentile	$7,000	$7,000	$6,500
75th Percentile	$12,958	$13,500	$12,477
95th Percentile	$32,534	$25,000	$35,072
Mean	$11,015	$11,380	$13,525
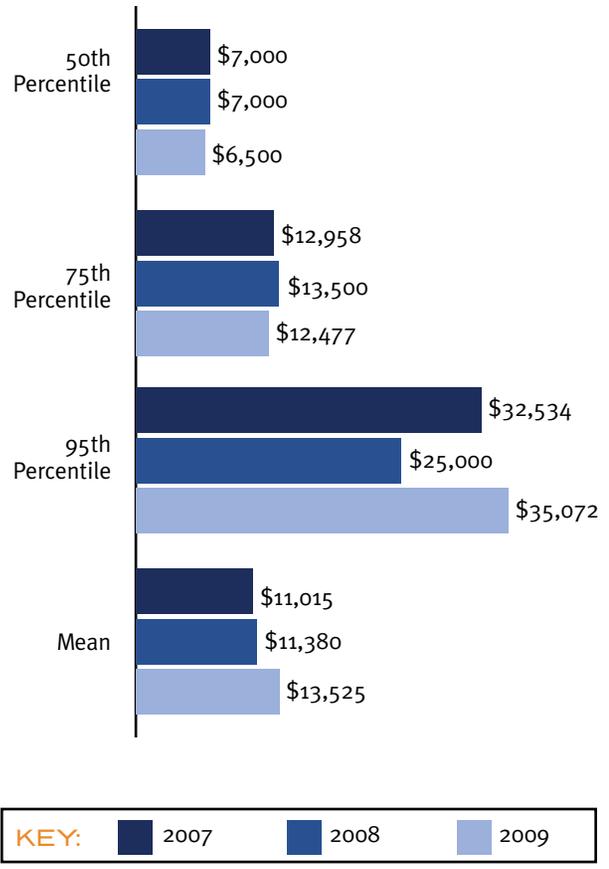
KEY: 2007 2008 2009

Library Media Budgeting

All amounts are in dollars ($)	2007	2008	2009	2009 Increase
All schools (average)	11,169	11,390	13,525	+2,135 (19%)
50th percentile	7,000	7,000	6,500	-500 (-7.1%)
75th percentile	13,000	13,500	12,477	-1,023 (-7.6%)
95th percentile	33,000	35,000	35,072	+72 (0.2%)
All elementary schools (average)	7,032	6,720	7,772	+1,052 (15.6%)
50th percentile	5,000	5,000	5,000	No change
75th percentile	8,355	8,800	8,000	-800 (-9.1%)
95th percentile	17,077	17,000	16,000	-1,000 (-5.9%)
All middle schools (average)	10,563	11,173	11,892	+719 (6.4%)
50th percentile	8,000	8,000	7,000	-1,000 (-12.5%)
75th percentile	12,535	13,000	12,000	-1,000 (-7.7%)
95th percentile	24,752	27,000	25,000	-2,000 (-7.4%)
All high schools (average)	16,473	18,550	23,679	+5,129 (27.6%)
50th percentile	11,000	13,028	12,000	-1,028 (-7.9)
75th percentile	21,000	24,418	23,000	-1,418 (-5.8)
95th percentile	48,000	52,000	50,000	-2,000 (-3.8%)
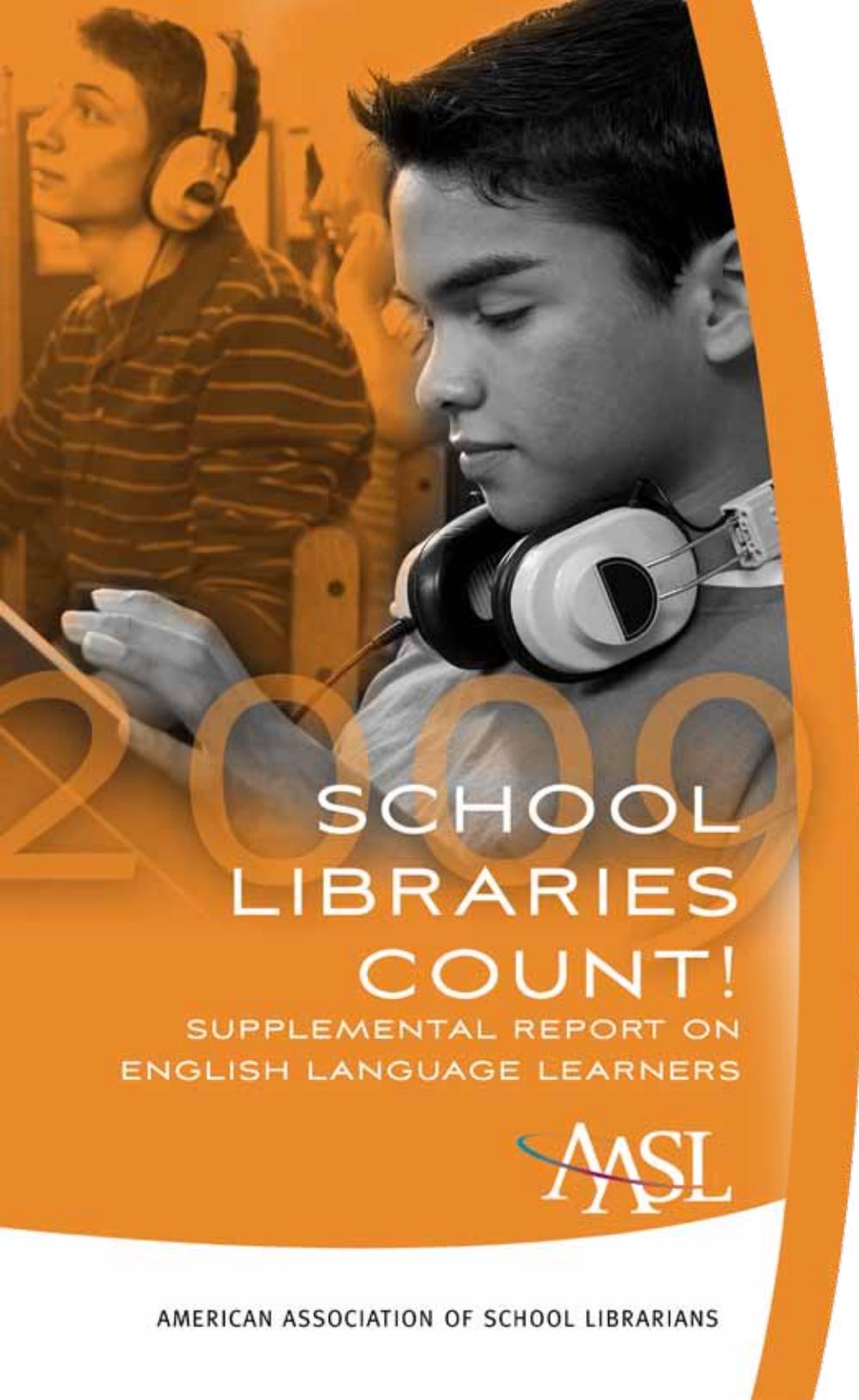
SURVEY BACKGROUND

In 2007, the American Association of School Librarians (AASL) initiated an annual survey of school library media programs. The development of this longitudinal survey project was mandated by the AASL Board as part of the association's strategic plan with the goal to provide research and statistics to be used at the national, state and local levels when advocating for school library media programs. The survey was developed through the AASL Research & Statistics committee with AASL Board review and final approval.

In addition to annual survey questions, starting in 2008 AASL began adding a series of questions that change annually and address a current issue within the school library field. In 2009 AASL focused these questions on English Language Learners (ELL). This report summarizes those findings.

2009 marked the third year of AASL's "School Libraries Count!" survey, with 5,824 respondents. The results represent a + 1.3 percentage points at the 95% confidence level.

KEY HIGHLIGHTS: STUDENT POPULATION

- ELLs are a sizable segment of the current US student population. Among 14% of responding schools, a student body with 25% or more ELL was reported. The highest concentration was reported in elementary schools where nearly one in five (19%) have 25% or more ELL students, with concentrations at this level dropping at middle (10%) and high (9%) schools.

- Subgroup categories that showed significantly higher percentages than other subgroup categories in relation to the student populations of ELL at 25% or greater included:

    Elementary school (19%)
    Public school (14%)
   West (region) (25%)
    Metropolitan (18%)

Percent of students who are English Language Learners (ELL)
Percent of Schools with 25% or more ELL

Chart values:
- All: 14%
- Elementary: 19%
- Middle: 10%
- High: 9%
- Combined: 12%
- Public: 14%
- Private: 6%
- < 300: 15%
- 300 – 999: 15%
- 999 – 1,999: 8%
- 2,000+: 16%
- Northeast: 9%
- Midwest: 11%
- South: 13%
- West: 25%
- Metropolitan: 18%
- Non-Metropolitan: 9%
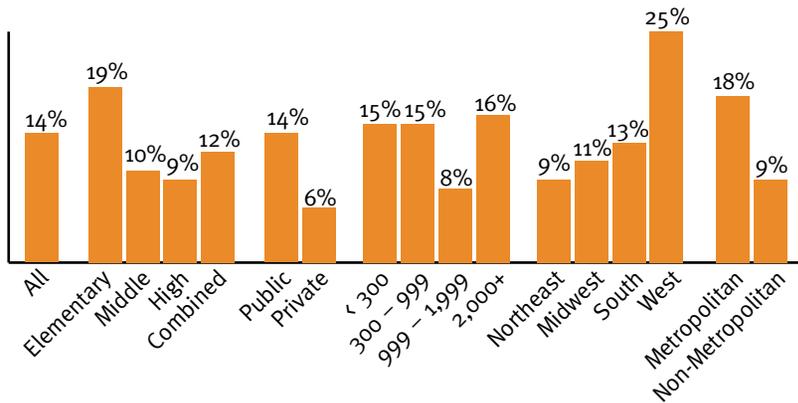
ELL INITIATIVES

- One in four respondents (25%) rated free-choice reading as the most effective ELL initiative. However, nine out of ten respondents (91%) reported less than 5% of their collection is in a language other than English. For 16% of respondents, the only language available in the school's library is English.

Perceived most effective initiatives for ELL

- School-wide reading initiatives that encourage free-choice reading: 25%
- Co-teaching of teachers and librarians: 11%
- Outreach to parent(s) of ELL: 11%
- School-wide professional development on ELL: 11%
- Formal Outreach to parenting workshops: 2%
- None of the above: 40%
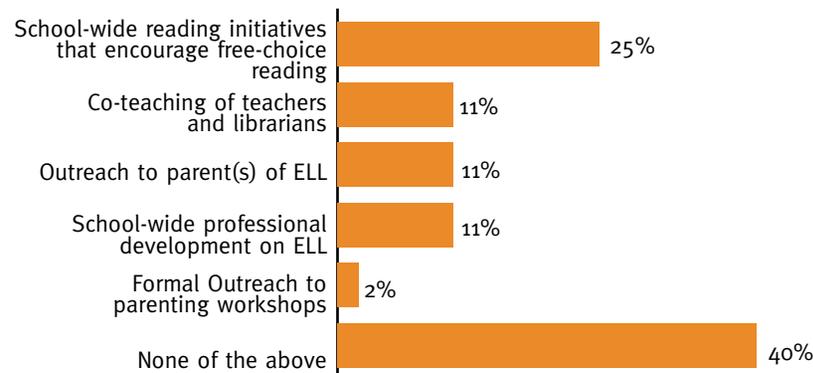
ELL COLLABORATION STRATEGIES

- More than half of respondents (51%) said they are most likely to promote reading by allowing students to select their own reading materials from a collection (independent reading initiative such as SSR or content-specific independent reading).

- One in four respondents (24%) said they design lessons that are rich in content without being too dependent on language.

- More than one-third of respondents (36%) said they don't use any of the ELL collaboration strategies listed.

ELL Collaboration Strategies Used

- Allow students to select readings from a choice of materials (such as SSR or content-specific independent reading): 51%
- Design lessons rich in content without being too dependent on language: 24%
- Set both content and language goals in learning: 16%
- Provide a rich collection of resources in multiple languages: 15%
- None of the above: 36%
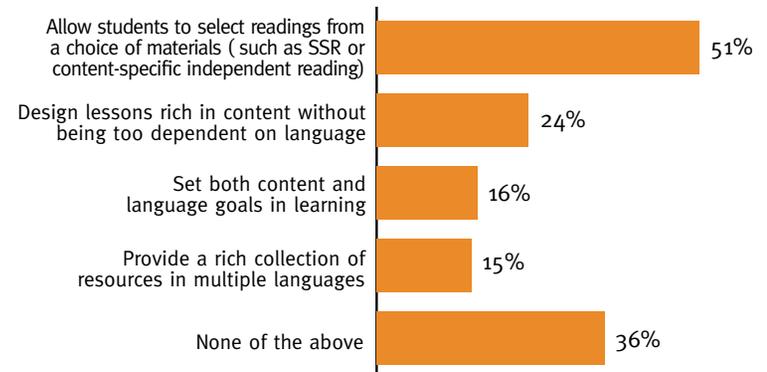
Percentage of Non-English Publications in the Collection

- More than 10%: 3%
- Between 5% and <10%: 6%
- Less than 5%: 33%
- None or less than 1%: 58%
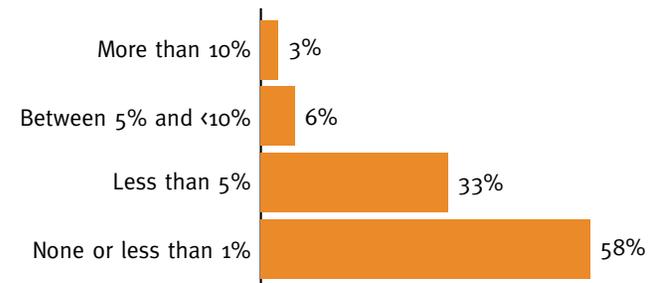
THE MISSION OF THE AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS IS TO ADVOCATE EXCELLENCE, FACILITATE CHANGE, AND DEVELOP LEADERS IN THE SCHOOL LIBRARY MEDIA FIELD.

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