



SCHOOL LIBRARIES COUNT!

NATIONAL LONGITUDINAL SURVEY OF SCHOOL LIBRARY PROGRAMS

AMERICAN ASSOCIATION
OF SCHOOL LIBRARIANS



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Research conducted by KRC Research, 700 13th Street, 8th Floor, Washington, DC 20005.

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METHODOLOGY

AASL's School Libraries Count! annual longitudinal survey is an online survey that is open to all primary and secondary school library programs to participate. The 2010 survey was launched on March 4th and closed on May 17th. 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 four years this survey has been offered. In 2007 there were 4,571 respondents, 2008, 6,998 respondents, 2009, 5,824 respondents, and in the most recent year, 2010, there were 5,191 respondents.

In the current reporting year the respondents were primarily public schools (95%), 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
- 2010 ± 1.4 percentage points at the 95% confidence interval

SCHOOL ENROLLMENT SIZE

<300 students	11%
300-499 students	26%
500-699 students	24%
700-999 students	19%
1,000-1,999 students	17%
>2,000 students	4%

LOCATION

Metropolitan	66%
Non-metropolitan	34%

SCHOOL LEVEL

Elementary	42%
Jr. High/Middle	19%
High	26%
Combined	13%

REGION

Northeast	18%
Midwest	16%
South	42%
West	25%

AASL MEMBERSHIP

Member	36%
Not a member	64%

ANALYSIS APPLIED TO 2010 RESULTS

The 2010 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 2009 and 2010 data.

- While there were no significant changes in the average number of hours spent on budgeting or meeting with teachers to plan instructional units, the average number of hours spent each week delivering instruction continued to increase. Between the 2009 and 2010 survey an increase of 0.5 hours was added, making the average number of hours spent on delivering instruction to 15 hours per week.
- School libraries are reporting being open fewer hours as compared to 2009, however availability of flexible hours remains consistent. Additionally, while overall staffing hours have decreased 2.4 hours, hours worked by school librarians has increased 0.8 hours from previous year.
- The average collection size is consistent with previous year, although there is a notable decline in the number of books in school library collections. The average copyright for health and medicine has increased from 1994, reported in 2009, to 1995.
- Trends in increased technology continues. The 2010 survey results show more computers in schools, outside of the school library, with networked access to library services, and increased remote access to school library's licensed databases.
- There are significant decreases in the average amount spent for information resources in areas with high poverty compared to 2009.

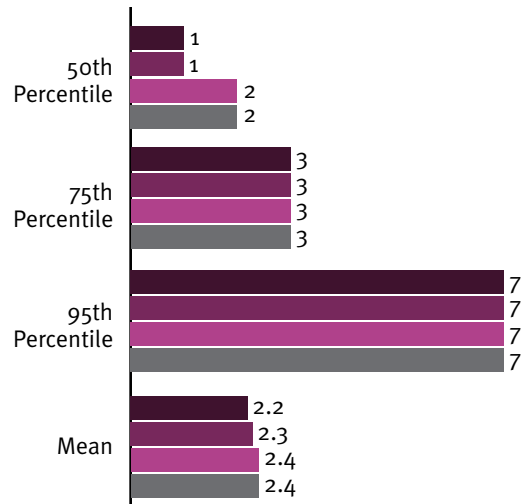


DETAILED FINDINGS:
**STAFF
 ACTIVITIES**

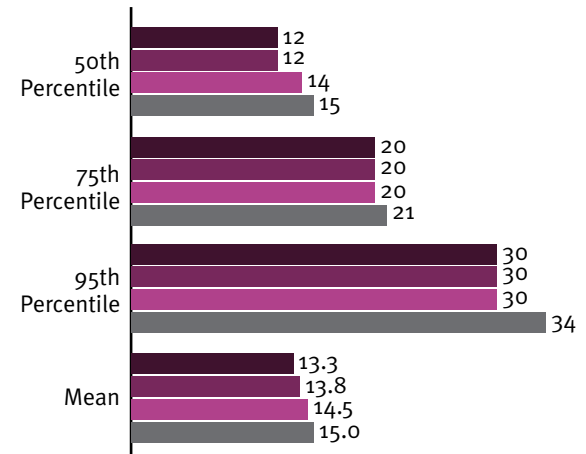
- There were no significant changes in the average number of hours spent on budgeting or meeting with teachers to plan instructional units between 2009 and 2010 survey results.
- The average number of hours spent each week delivering instruction continues to increase, with 0.5 hours added in 2010 responses, making an average number of hours spent on delivering instruction to 15 hours per week.

Significant increases are observed in middle schools, schools with enrollment of 300-999 students and the Midwest, while slight increases are noted in public schools, and non-metropolitan areas with high poverty.

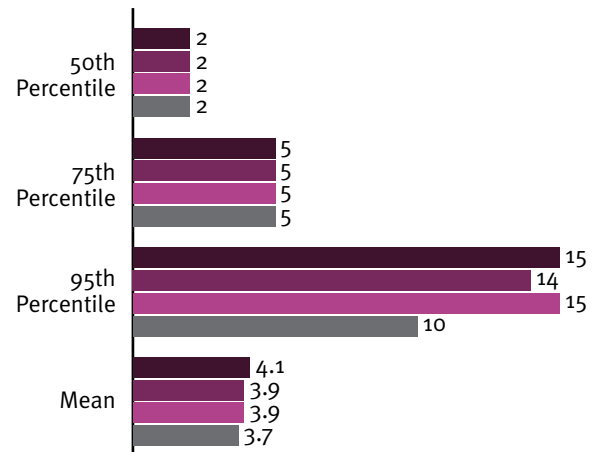
**HOURS PER WEEK SPENT MEETING WITH
 TEACHERS TO PLAN INSTRUCTIONAL UNITS**



**HOURS PER WEEK SPENT
 DELIVERING INSTRUCTION**



**HOURS PER WEEK SPENT
 WORKING ON THE BUDGET**

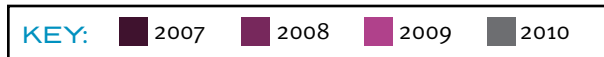
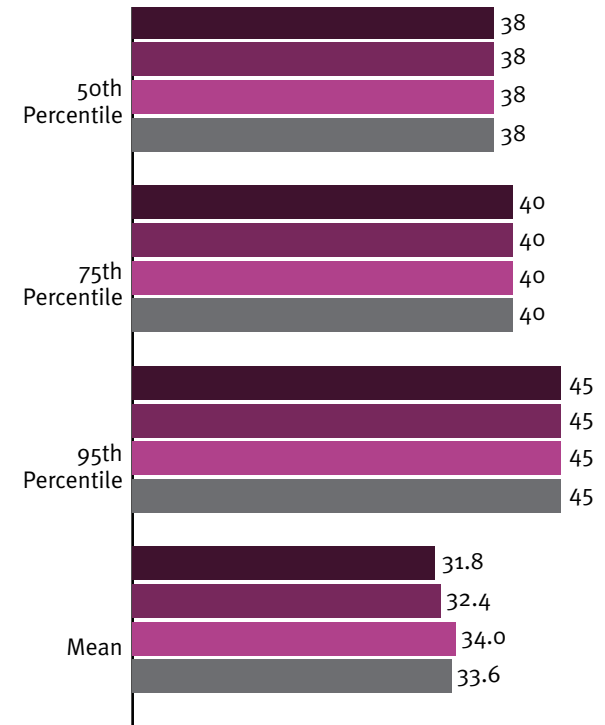


KEY: 2007 2008 2009 2010



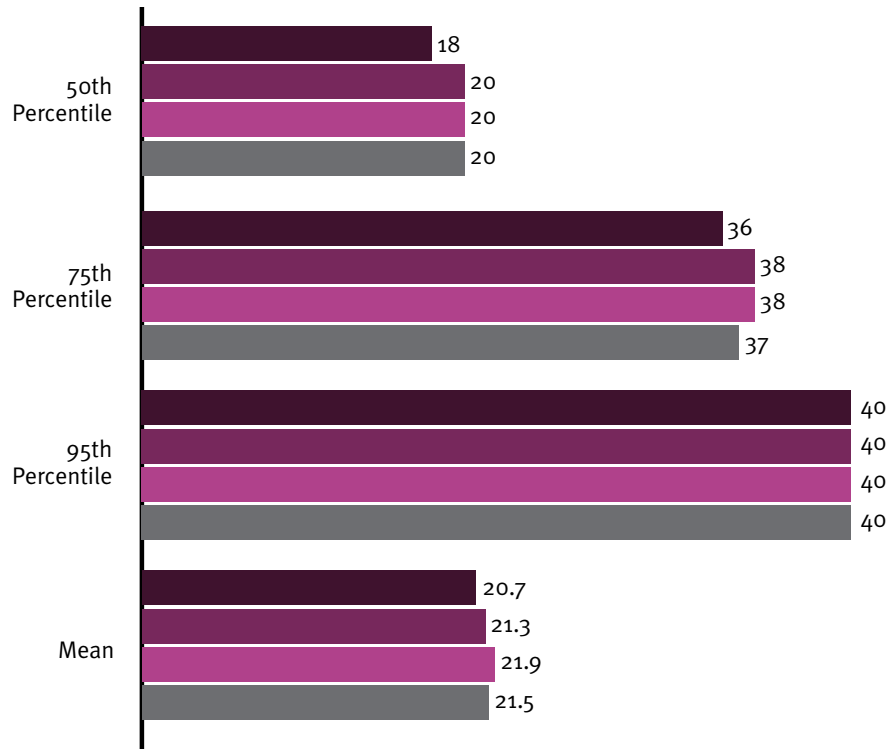
- School libraries are open fewer hours compared to 2009, while there was no change in overall availability of flexible hours.
- On average survey participants reported a decline of 2.4 hours worked in overall library staff from 2009 to 2010. The decline in hours worked is more evident in the Northeast and Midwest.
- Hours worked by school librarians only, meaning the exclusion of other library staff, in 2010 are reported 0.8 hours higher than in 2009.

TOTAL NUMBER OF HOURS THE LIBRARY IS OPEN EACH WEEK

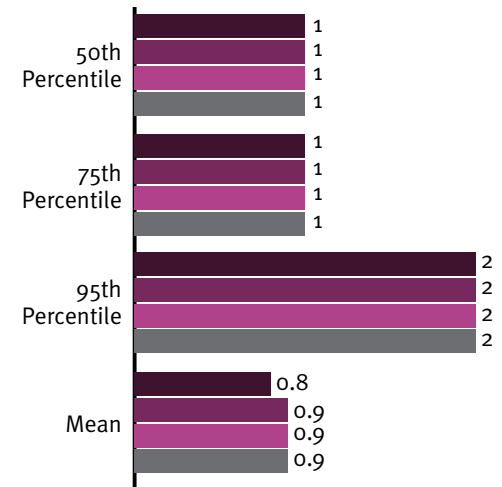


DETAILED FINDINGS: HOURS & STAFFING

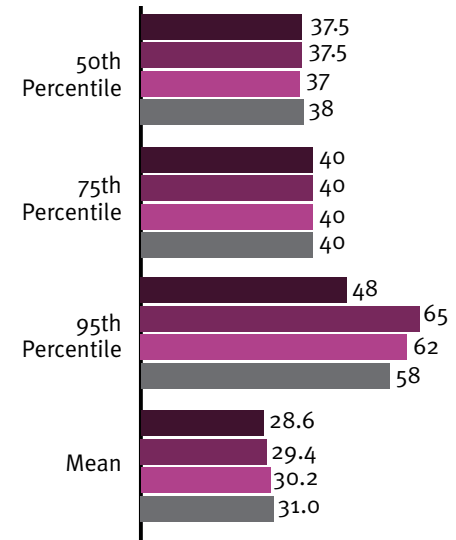
TOTAL NUMBER OF HOURS AVAILABLE FOR FLEXIBLE SCHEDULING



NUMBER OF SCHOOL LIBRARIANS



NUMBER OF HOURS WORKED BY SCHOOL LIBRARIAN





- The average collection size is generally consistent with previous years, although a notable decline is seen in the number of books in school library collections.

On average the number of books dropped from a peak of 13,086 in 2009 to 12,741 in 2010, or a decline of 2.6%. The drop is most notable in areas with high poverty.

- There are no notable changes in the overall collection size for periodicals, video materials or audio materials from 2009 to 2010.

Declines in video materials are noted among schools with enrollment of 1,000-1,999, metropolitan areas and areas of high poverty.

Significant statistical increases are noted for audio materials among public schools and non-metropolitan schools.

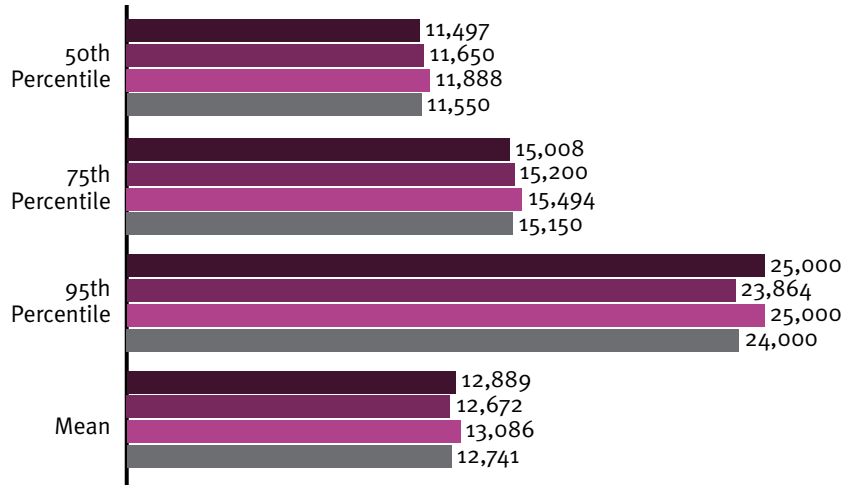
- The average copyright for health and medicine has increased compared to 2009, from 1994 to 1995.

SUMMARY OF CHANGES IN COLLECTIONS

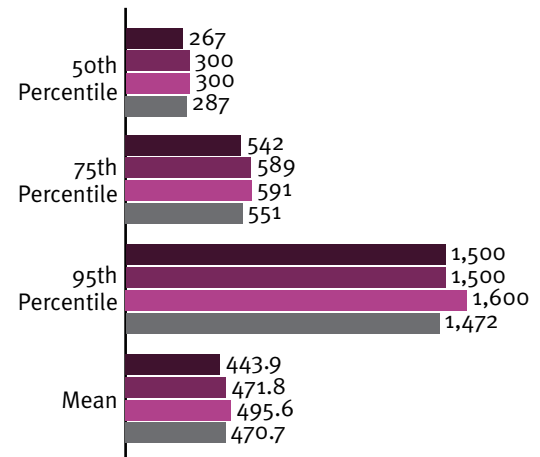
	2007	2008	2009	2010	2010 Increase
Average number of books	12,889	12,672	13,086	12,741	-345 (2.6%)
Average number of periodical subscriptions	22.8	23.7	30.6	27.0	-3.6 (11%)
Average number of video materials	445.9	471.7	495.6	470.7	-24.9 (5%)
Average number of audio materials	86.3	89.9	98.4	98.4	0.2 (0%)
Average copyright year for the Dewey range 610-619, health and medicine	1993	1994	1994	1995	1

DETAILED FINDINGS: COLLECTION SIZE

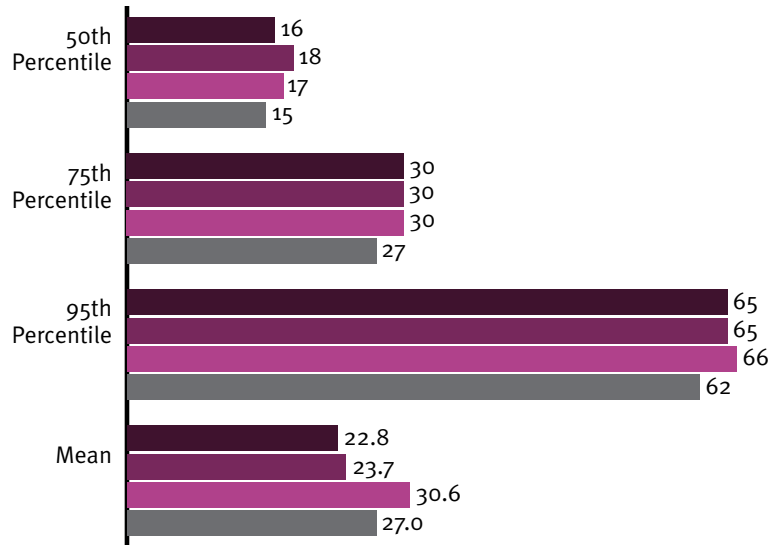
NUMBER OF BOOKS (EXCLUDING BOUND VOLUMES OF PERIODICALS)



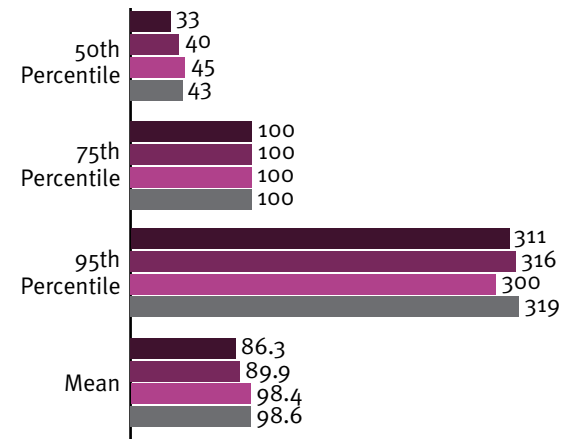
NUMBER OF VIDEO MATERIALS (I.E., VHS CASSETTES, DVDs)



NUMBER OF CURRENT PERIODICAL SUBSCRIPTIONS (I.E., MAGAZINES, NEWSPAPERS)



NUMBER OF AUDIO MATERIALS (I.E., AUDIO BOOKS, CDS, MUSIC ON TAPE)



KEY: 2007 2008 2009 2010



- There is a continuing trend towards acquiring more technological provisions in school libraries.

On average the number of computers in school libraries in 2010 is comparable with 2009, but remains higher than previous years.

There are more computers in schools, that are outside of the school library, with networked access to library services than in the past.

Schools continue to increase remote access to their school library's licensed databases

SUMMARY OF CHANGES IN TECHNOLOGY INSTALLATION

	2007	2008	2009	2010	2010 Increase
Average number of computers in libraries	22.6	23.9	25.6	27.4	+1.8 (7%)
Average number of school computers outside library, with network access to library services	136.8	168.3	178.4	194.0	+ 15.6 (8.7%)
Total of library and library-networked computers	159.2	190.6	203.6	220.4	+16.8 (8.3%)



- The number of individual and group visits to school libraries remains consistent with 2009.

On average the number of individual and group visits to libraries are largely unchanged compared to 2009 (304 individual and 31 group visits in 2010 and 301 individual and 29.8 group visits in 2009).

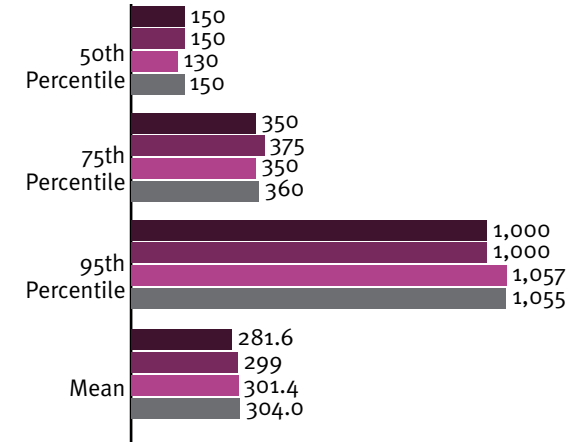
While there are no notable changes across most cohorts, more individual visits from Middle schools are reported.

Significant increases over 2009 in group visits are observed among elementary school students and in schools with enrollment of 300-999.

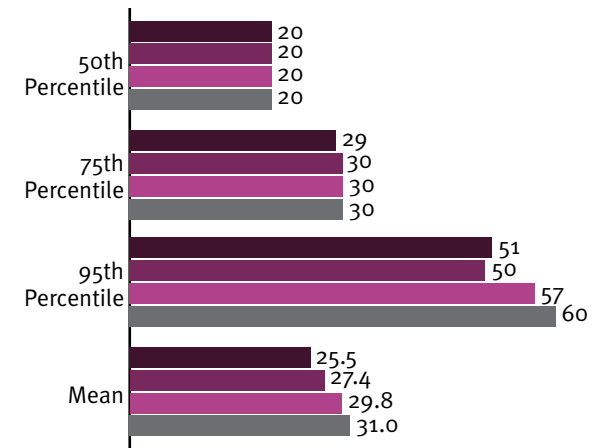
While decreases in group visits are observed in schools with enrollment between 1,000-1,999.

KEY: 2007 2008 2009 2010

NUMBER OF INDIVIDUAL VISITS PER TYPICAL WEEK (ONLY THOSE VISITING ALONE, NOT THOSE VISITING AS PART OF A CLASS OR A SMALLER GROUP)



NUMBER OF GROUP VISITS PER TYPICAL WEEK (I.E., NUMBER OF WHOLE CLASSES OR SMALLER GROUPS, NOT THE NUMBER OF INDIVIDUALS IN SUCH GROUPS)



DETAILED FINDINGS:
VISITS

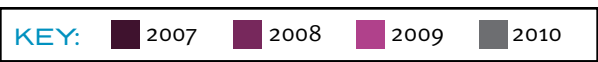


DETAILED FINDINGS:
SCHOOL LIBRARY EXPENDITURES

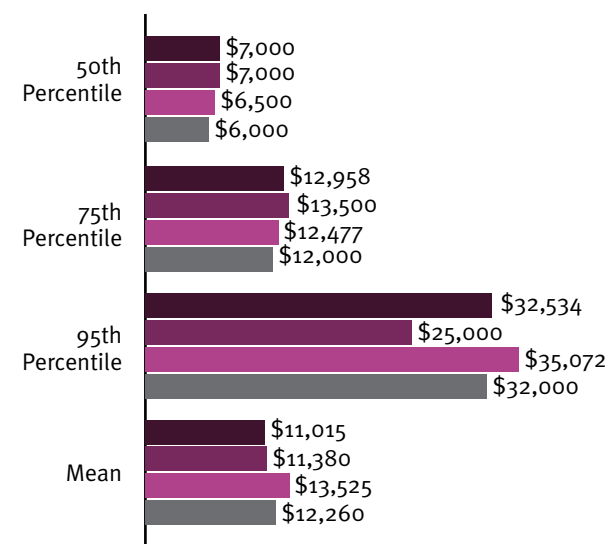
- Despite the recent economic downturn, school expenditures on information resources remain comparable to previous years.

While 2009 figures are slightly higher, the difference is not significant, indicating that expenditures remain consistent to last year. On average, school expenditures on information resources were approximately \$12,260 in 2010 compared to \$13,525 last year.

That said, there are significant decreases in the average amount spent for information resources in areas with high poverty compared to 2009. Average spending in these areas has decreased by approximately 25% (or \$3,557 on average), dropping from \$13,935 in 2009 to \$10,378 in 2010.

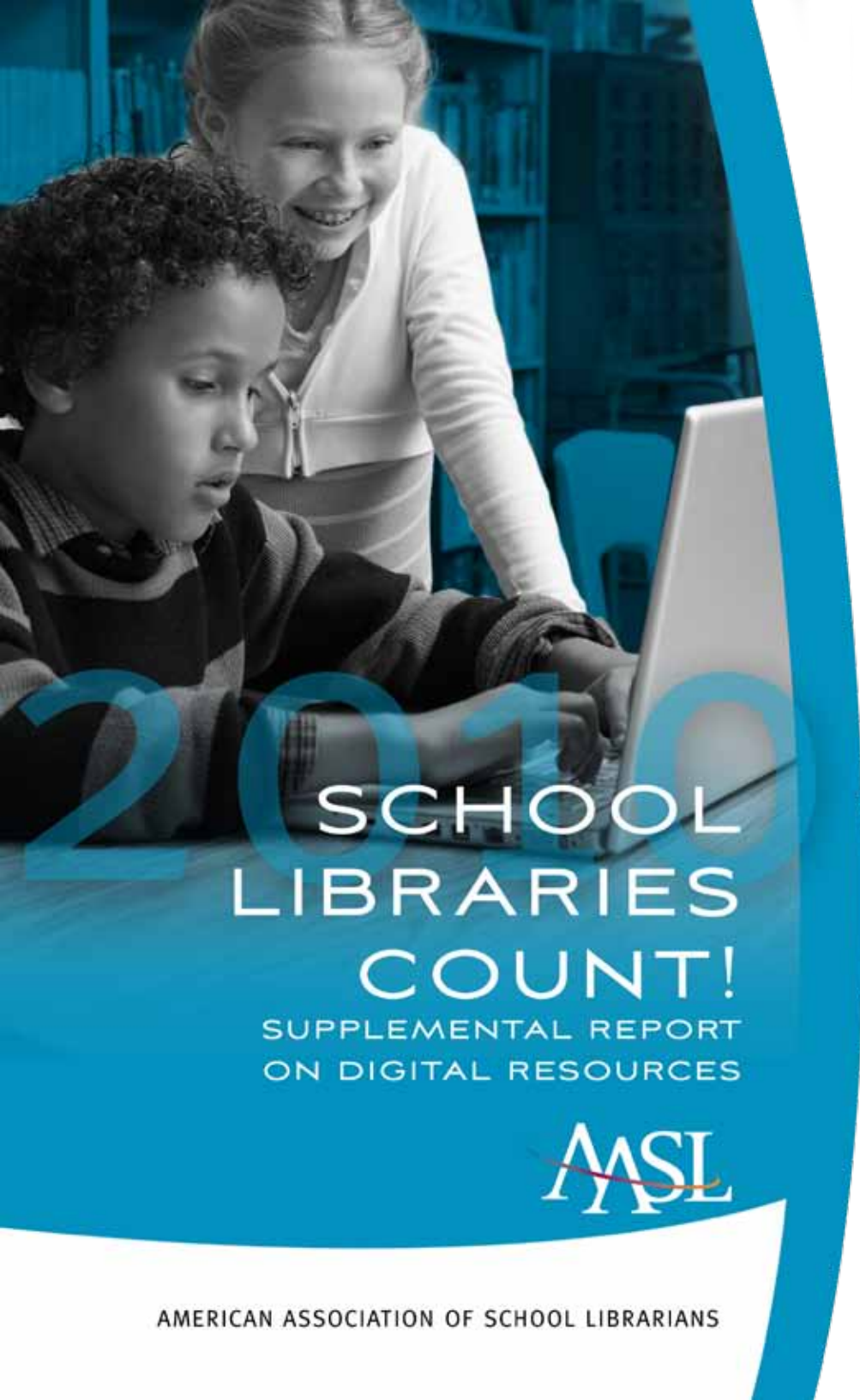


AVERAGE SPENT ON INFORMATION RESOURCES (I.E., PRINT AND NON-PRINT MATERIALS, LICENSED DATABASES, AND OTHER ELECTRONIC ACCESS TO INFORMATION)



SCHOOL LIBRARY BUDGETING

All amounts are in dollars (\$)	2007	2008	2009	2010	2010 Increase
All schools (average)	11,169	11,390	13,525	12,260	-1265 (9.4%)
50th percentile	7,000	7,000	6,500	6,000	-500 (7.7%)
75th percentile	13,000	13,500	12,477	12,000	-477 (3.8%)
95th percentile	33,000	35,000	35,072	32,000	-3072 (8.9%)
All elementary schools (average)	7,032	6,720	7,772	8,408	+636 (8.2%)
50th percentile	5,000	5,000	5,000	4,931	-69 (1.4%)
75th percentile	8,355	8,800	8,000	8,000	0 (0)
95th percentile	17,077	17,000	16,000	18,000	+2000 (12.5%)
All middle schools (average)	10,563	11,173	11,892	11,642	-250 (2.1%)
50th percentile	8,000	8,000	7,000	6,900	-100 (1.4%)
75th percentile	12,535	13,000	12,000	12,000	0 (0)
95th percentile	24,752	27,000	25,000	25,000	0 (0)
All high schools (average)	16,473	18,550	23,679	19,129	-4550 (19.2%)
50th percentile	11,000	13,028	12,000	10,250	-1750 (14.6%)
75th percentile	21,000	24,418	23,000	20,000	-3000 (13%)
95th percentile	48,000	52,000	50,000	46,737	-3263 (6.5%)



2010 SCHOOL LIBRARIES COUNT!

SUPPLEMENTAL REPORT
ON DIGITAL RESOURCES



SURVEY BACKGROUND

In 2007, the American Association of School Librarians (AASL) initiated an annual survey of school library 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 Programs. The survey was developed through the AASL Research & Statistics committee with AASL Board review and final approval.

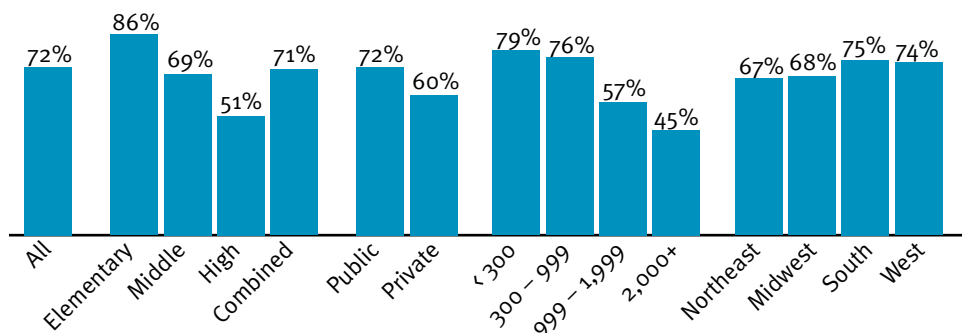
In addition to annual survey questions, starting in 2008 AASL began adding a series of questions that change annually and address a current issue within the school library field. In 2010 AASL focused these questions on Digital Content and Resources. This report summarizes those findings.

2010 marked the fourth year of AASL's "School Libraries Count!" survey, with 5,191 respondents. The results represent a ± 1.4 percentage points at the 95% confidence level.

KEY HIGHLIGHTS: MOVING HARD COPY TO DIGITAL CONTENT

- The majority of those surveyed (72%) have moved less than five percent of previous hard copy materials to digital content. Elementary schools and those with enrollment of less than 999 students are the least likely to have moved their materials.
- Only a scarce few schools (4%) report moving 25% or more of their materials to digital content. Schools with enrollment of 2,000 or more and High Schools are the most likely to have moved hard copy materials to digital content.

PERCENT OF SCHOOLS THAT REPORTED LESS THAN 5% CONTENT MOVED TO DIGITAL



ACCESS TO DATABASE SUBSCRIPTIONS

- Nearly one in two schools (49%) report that their libraries have more than five database subscriptions. This trend is stronger among schools with high enrollment, private schools, the Northeast, Midwest and areas with high poverty.

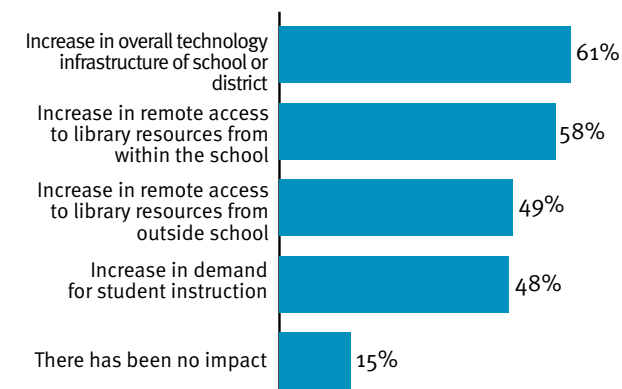
TEACHERS PROFESSIONAL DEVELOPMENT AND DIGITAL CONTENT

- School library staff, along with technology staff, are the most frequently mentioned sources of providing professional development for teachers in the use of digital content.
 - Six in ten (61%) say school library staff provide professional development for teachers in the use of digital content.
 - Nearly as many (57%) report that technology staff would also provide professional development for teachers.
 - Fewer report relying on district level library/technology staff (49%) or outside vendors (34%).
- The majority of library staff already spend time training teachers on the use of digital resources.
 - Seven in ten school library staff (71%) spend between one and six hours or more a week training teachers on digital resources, with more than half (54%) spending between 1 and 2 hours.

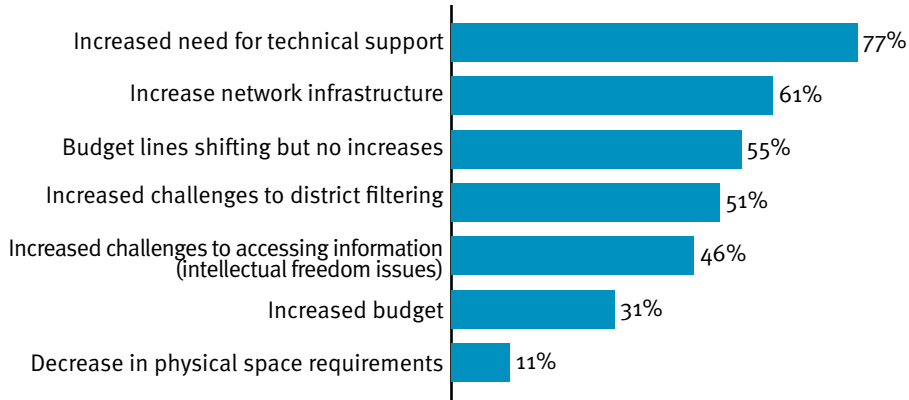
IMPACT OF DIGITAL CONTENT ON SCHOOL LIBRARY NEEDS

- Increased digital content has an important impact on access needs and school library support, with six in ten of those surveyed reporting an increase in overall technology infrastructure in schools (61%).
- Few report (15%) that increased digital content is having no impact at all on access needs and school library support.
- With the growing use of digital content, the vast majority of school librarians believe there will be an increased demand for technical support (77%) and network infrastructure (61%).
- More than half believe budget lines will shift but without increases (55%), while a third believe budget lines will increase due to the impact of the digital content.

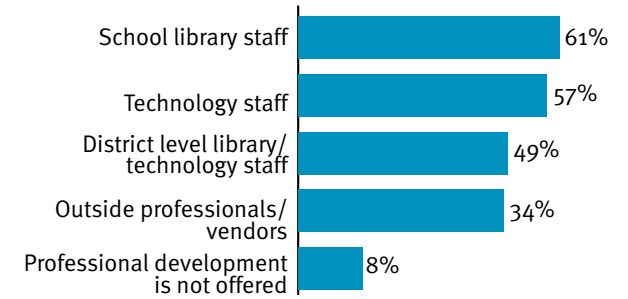
PERCEIVED IMPACT OF INCREASED DIGITAL CONTENT ON ACCESS NEEDS AND SCHOOL LIBRARY SUPPORT



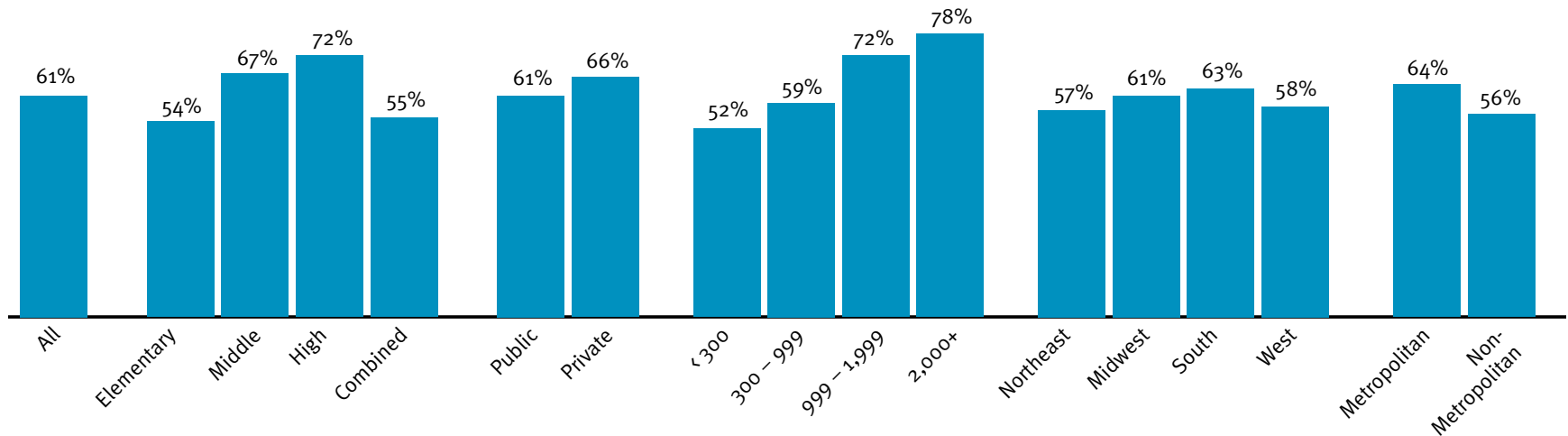
PERCEIVED IMPACT OF DIGITAL CONTENT OVER THE NEXT 5 YEARS



SOURCE OF PROFESSIONAL DEVELOPMENT FOR TEACHERS ON DIGITAL CONTENT



PERCENT OF SCHOOLS WITH SCHOOL LIBRARY STAFF AS SOURCE FOR DIGITAL CONTENT PROFESSIONAL DEVELOPMENT





THE MISSION OF THE AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS IS TO ADVOCATE EXCELLENCE, FACILITATE CHANGE, AND DEVELOP LEADERS IN THE SCHOOL LIBRARY FIELD.

AMERICAN ASSOCIATION
OF SCHOOL LIBRARIANS



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