

2012

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 2012 survey was launched on January 24th and closed on March 20th. 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 six years this survey has been offered. In 2007 there were 4,571 respondents, 2008, 6,998 respondents, 2009, 5,824 respondents, 2010, 5,191 respondents, 2011, 4,887 respondents, and in the most recent year, 2012, there were 4,385 respondents.

MARGIN OF ERROR

The estimated margin of error among school libraries that responded:

2007 \pm 1.4 percentage points at the 95% confidence interval

2008 \pm 1.2 percentage points at the 95% confidence interval

2009 \pm 1.3 percentage points at the 95% confidence interval

2010 \pm 1.4 percentage points at the 95% confidence interval

2011 \pm 1.4 percentage points at the 95% confidence interval

2012 \pm 1.5 percentage points at the 95% confidence interval

SCHOOL ENROLLMENT SIZE

<300 students 11%

300-499 students 25%

500-699 students 24%

700-999 students 21%

1,000-1,999 students 16%

>2,000 students 4%

LOCATION

Metropolitan 58%

Non-metropolitan 42%

SCHOOL LEVEL

Elementary 42%

Jr. High/Middle 19%

High 26%

Combined 13%

REGION

Northeast 20%

Midwest 19%

South 49%

West 13%

AASL MEMBERSHIP

Member 39%

Not a member 61%

ANALYSIS APPLIED TO 2012 RESULTS

The 2012 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, and magnet).

OVERALL HIGHLIGHTS

In the major areas of reporting these changes were reported between the 2011 and 2012 data.

- American school libraries are in a steady state with hours open, average number of hours worked by total staff and overall staffing levels consistent with 2011.
- While the number of visits, both individual and group remains consistent compared to 2011, the average number of computers outside of the library with networked access to library services has increased significantly from 2011 to 2012.
- Expanded access is on the upswing with schools continuing the trend to increase remote access to their library licensed databases.

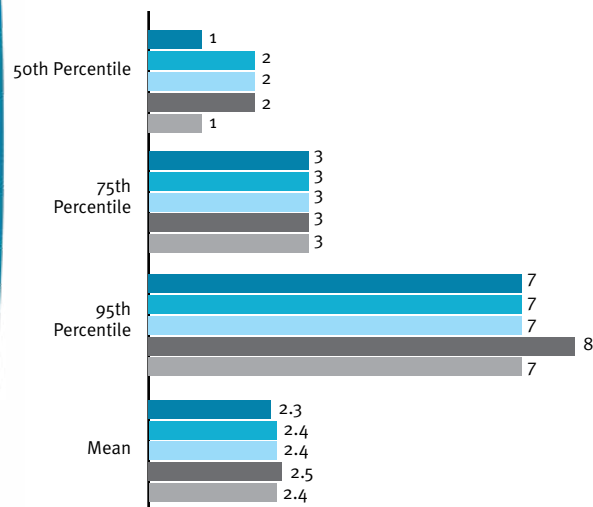


DETAILED FINDINGS: STAFF ACTIVITIES

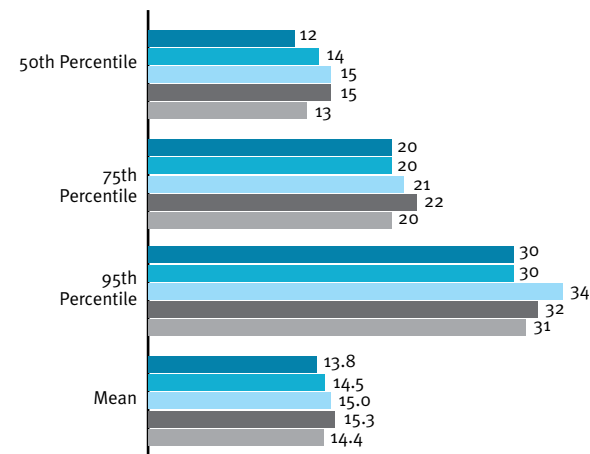
Overall the staff activities remained consistent between 2011 and 2012 reporting years.

- In 2012 the mean number of hours spent planning showed a slight decrease across schools compared to last year, although this change is not significant.
- Though there were no significant changes, a slight decrease between 2012 and 2011 did not follow the trend of instruction hours increasing from 2007 to 2011.
- There were no reported changes in administrative time spent on budgeting.

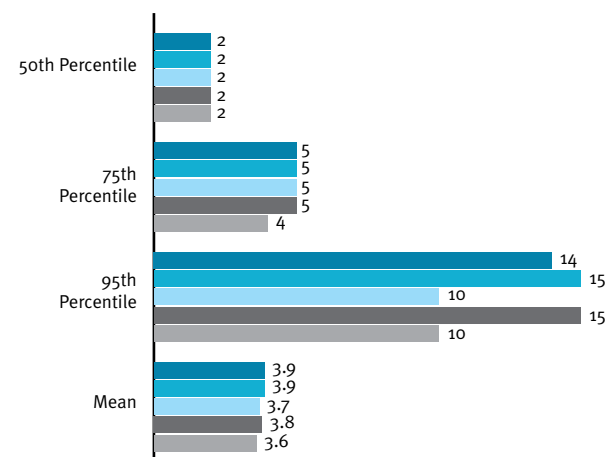
HOURS PER WEEK SPENT MEETING WITH TEACHERS TO PLAN INSTRUCTIONAL UNITS



HOURS PER WEEK SPENT DELIVERING INSTRUCTION



HOURS PER WEEK SPENT WORKING ON THE BUDGET



KEY: 2008 2009 2010 2011 2012

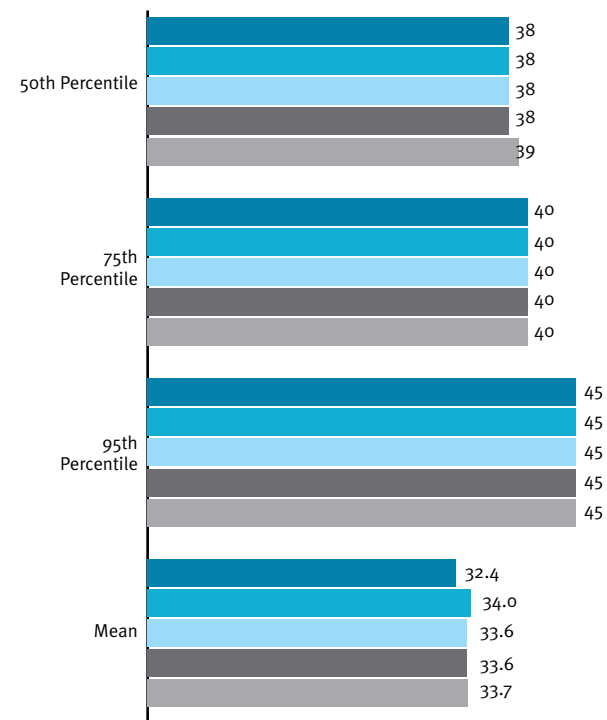


DETAILED FINDINGS: HOURS & STAFFING

Year-over-year school libraries remain consistent in hours open, flexible hours and staffing levels.

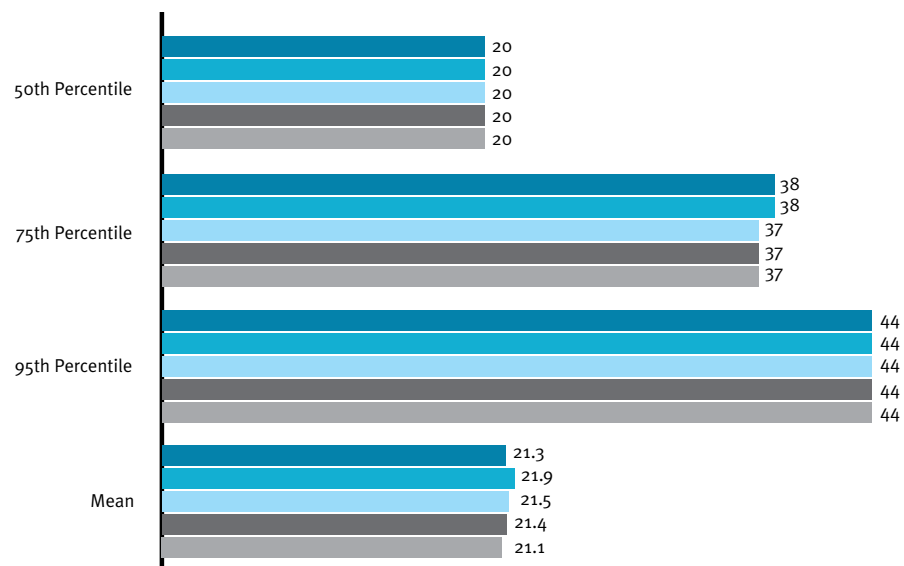
- The mean hours of operation remain generally consistent with 2011, but have declined slightly in schools with more than 2,000 students.
- The average number of hours worked by school librarians decreased slightly across schools, although this change was not statistically significant. The only exception is schools in the Midwest, which showed a slight increase in mean work hours, though the difference between 2011 and 2012 is not significant.

TOTAL NUMBER OF HOURS THE LIBRARY IS OPEN EACH WEEK

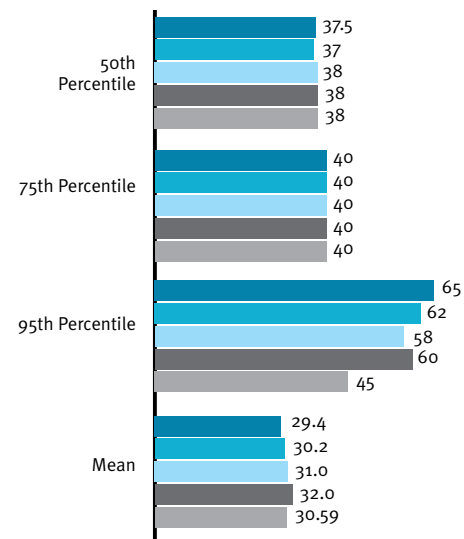


KEY: 2008 2009 2010 2011 2012

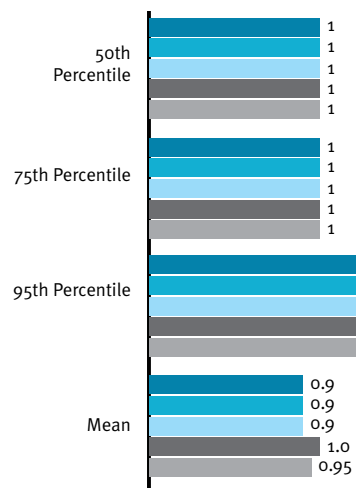
TOTAL NUMBER OF HOURS AVAILABLE FOR FLEXIBLE SCHEDULING



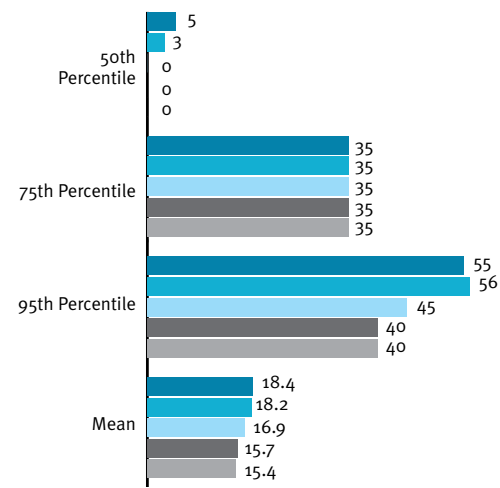
NUMBER OF HOURS WORKED BY SCHOOL LIBRARIANS



NUMBER OF SCHOOL LIBRARIANS



NUMBER OF HOURS WORKED BY OTHER STAFF





DETAILED FINDINGS: COLLECTION SIZE

The average number of books in school library collections increased significantly from 2011 to 2012 (2011: 12,989; 2012: 13,517).

- This change was driven by regular public schools, schools with 300-999 and schools with 2000+ students.
- Schools in metropolitan areas, the South and low poverty areas also reported significant increases in the number of books.

The average number of periodical subscriptions remains consistent in 2012.

The average number of video materials is similar to 2011, although it is directionally lower since 2009.

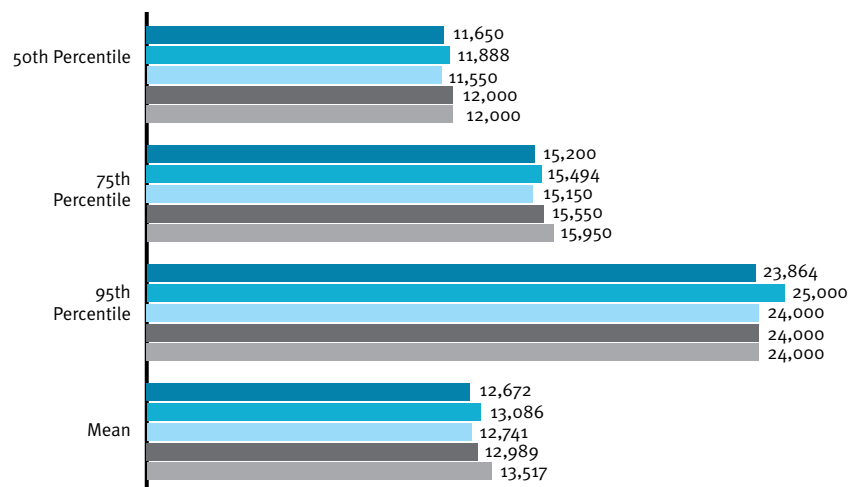
While the average number of audio material remains consistent from 2011 to 2012, schools in the Northeast report a significant increase (2011: 93.12; 2012: 114.0).

Overall average copyright dates, remained steady since last year, though schools in the West reported an increase in average copyright dates from 1995 up to 1997.

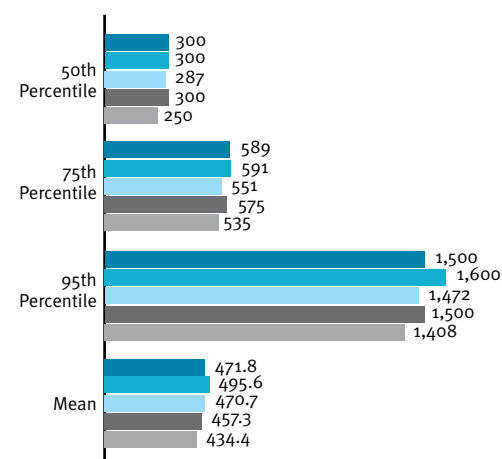
SUMMARY OF CHANGES IN COLLECTIONS

	2008	2009	2010	2011	2012	2012 Change
Average number of books	12,672	13,086	12,741	12,989	13,517	528 (4%)
Average number of periodical subscriptions	23.7	30.6	27.0	27.0	25.66	-1.34 (-4.9%)
Average number of video materials	471.7	495.6	470.7	457.3	434.4	-22.9 (-5%)
Average number of audio materials	89.9	98.4	98.6	94.2	98.72	4.52 (4.7%)
Average copyright year for the Dewey range 610-619, health and medicine	1994	1994	1995	1996	1996	No change

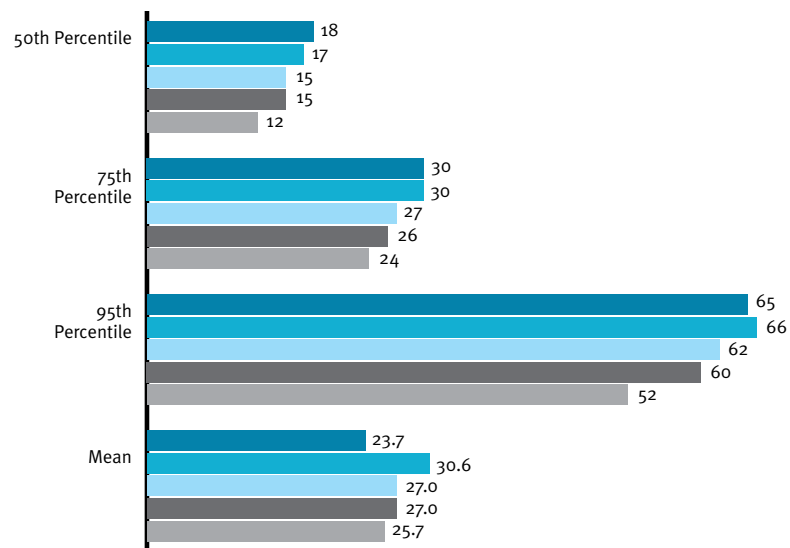
NUMBER OF BOOKS (EXCLUDING BOUND VOLUMES OF PERIODICALS)



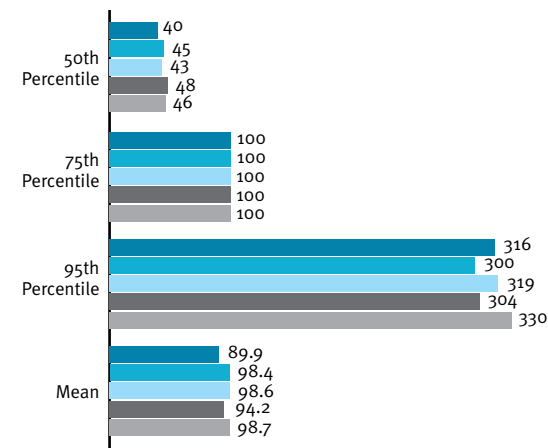
NUMBER OF VIDEO MATERIALS (I.E., VHS CASSETTES, DVDS)



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



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



KEY: 2008 2009 2010 2011 2012



DETAILED FINDINGS: TECHNOLOGY

While the average number of computers in libraries remains steady, school computers with network access to library services is on the rise.

- While the average number of computers in libraries in 2012 is comparable to 2011 (29.29 and 27.9 respectively), the overall number of library and library-networked computers has increased significantly from 221.1 in 2011 to 237.5 in 2012.
- Additionally, the average number of computers outside of the library with networked access to library services has increased significantly from 193.4 in 2011 to 208.2 in 2012.

- The change was driven by many cohorts, including all elementary, middle, and high school levels, public schools, and schools with enrollment of less than 999 have seen a significant uptick in the average number of computers outside libraries with networked access.

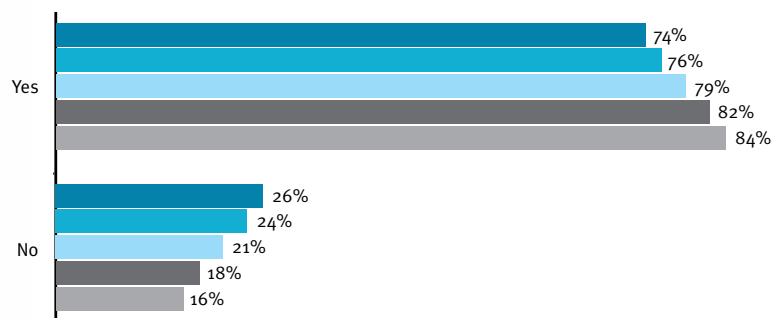
Schools are continuing the trend to increase remote access to their school library's licensed databases.

- Over eight in ten report that students can access their library's resources remotely. The increase is attributed across the board: elementary schools, public schools, schools with enrollment of less than 300 and 300-999, schools in the Midwest and South, non-metro areas, and areas of low poverty.

SUMMARY OF CHANGES IN TECHNOLOGY INSTALLATION

	2008	2009	2010	2011	2012	2012 Increase
Average number of computers in libraries	23.9	25.6	27.4	27.9	29.29	1.39 (5%)
Average number of school computers outside library, with network access to library services	168.3	178.4	194.0	193.4	208.2	14.8 (7.6%)
Total of library and library-networked computers	190.6	203.6	220.4	221.1	237.5	16.4 (7.4%)

PERCENTAGE ABLE TO ACCESS DATABASE REMOTELY





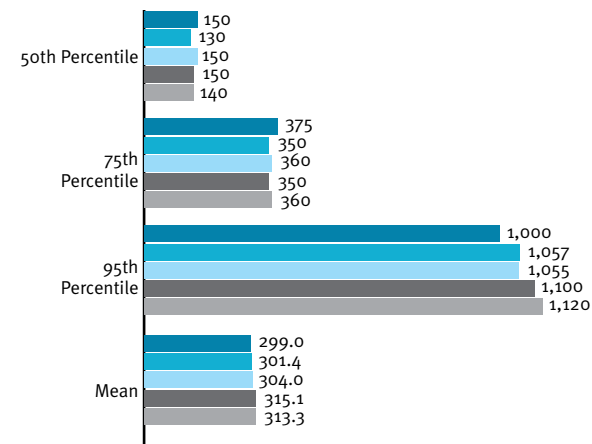
DETAILED FINDINGS: VISITS

Overall library usage is comparable to 2011, with a slight down tick. On average, the number of individual and group visits to school libraries remains consistent with 2011.

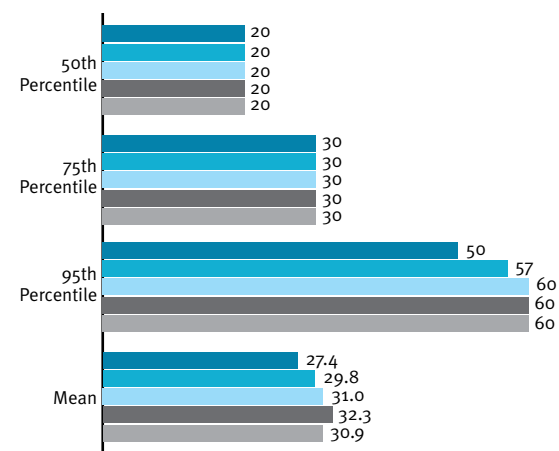
- The average number of individual and group visits to libraries overall are largely unchanged compared to last year (313.3 individual and 30.9 group visits per week in 2012 and 315.1 individual and 32.3 group visits per week in 2011).
- Across all subgroups no significant change occurred among the average number of individuals and group visits to libraries.



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)





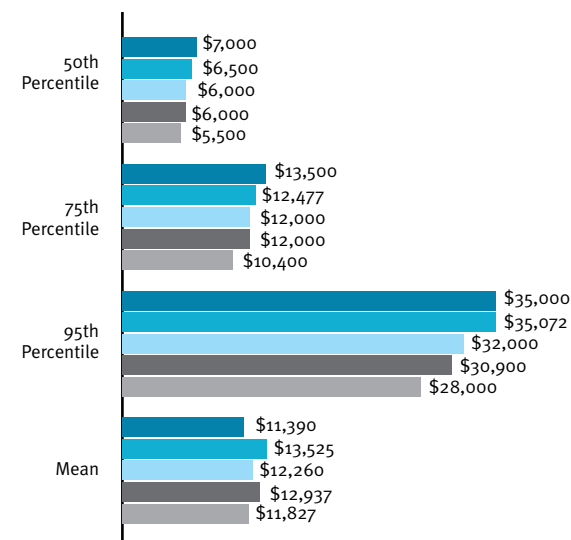
DETAILED FINDINGS: SCHOOL LIBRARY EXPENDITURES

Library expenditures on information resources are consistent with previous years.

- On average, schools are spending \$11,827 on information resources in 2012 compared to \$12,937 in 2011, a slight down tick but not significant.



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 (\$)	2008	2009	2010	2011	2012	2012 Change
All schools (average)	11,390	13,525	12,260	12,937	11,827	-1,110 (-8.5%)
50th percentile	7,000	6,500	6,000	6,000	5,500	-500 (-8.3%)
75th percentile	13,500	12,477	12,000	12,000	10,400	-1,600 (-13.3%)
95th percentile	35,000	35,072	32,000	30,900	28,000	-2,900 (-9.3%)
All elementary schools (average)	6,720	7,772	8,408	8,525	10,301	1,776(20.8%)
50th percentile	5,000	5,000	4,931	4,907	4,200	-707 (-14.4%)
75th percentile	8,800	8,000	8,000	8,000	7,500	-500 (-6.2%)
95th percentile	17,000	16,000	18,000	17,441	15,000	-2,441 (-13.9%)
All middle schools (average)	11,173	11,892	11,642	8,944	7,641	-1,303 (-14.5%)
50th percentile	8,000	7,000	6,900	6,540	6,000	-540 (-8.2%)
75th percentile	13,000	12,000	12,000	11,450	10,000	-1,450 (-12.6%)
95th percentile	27,000	25,000	25,000	21,500	20,000	-1,500 (-6.9%)
All high schools (average)	18,550	23,679	19,129	24,661	18,409	-6,252 (-25.3%)
50th percentile	13,028	12,000	10,250	11,230	10,000	-1,230 (-10.9%)
75th percentile	24,418	23,000	20,000	20,000	18,000	-2,000 (-10%)
95th percentile	52,000	50,000	46,737	50,000	42,000	-8,000 (-16%)



2012

SCHOOL LIBRARIES COUNT!

SUPPLEMENTAL
REPORT ON FILTERING



AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS

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 2012 AASL focused these questions on Filtering.

2012 marked the sixth year of AASL's "School Libraries Count!" survey, with 4,385 respondents. The results represent a + 1.5 percentage points at the 95% confidence level.

KEY HIGHLIGHTS

Filtering of online content is nearly universal across schools or school libraries.

Filtering is used most frequently for social media and entertainment purposes, and used much less for news and education consumption.

- Social networking sites and IM/online chatting (88% and 74%) are among the top items identified as currently being filtered.
- Second tier mentions include gaming (69%) and video services like YouTube (66%).
- Least likely to be filtered are newsgroups (17%) and professional development tools for education (9%).

Among schools that report filtering, 88% are filtering content for staff as well.

- A slight majority of schools apply the same level of filtering to staff and students (56%), and three quarters use the same level of filtering for all grades of students (73%).

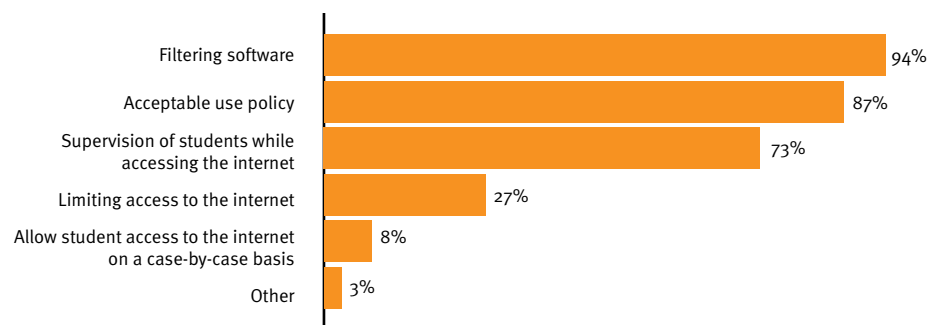
CONTENT FILTERED ONLINE

IF FILTER: Which of the following items are currently filtered in your school? (select all that apply)	All
Social networking sites	88%
IM/online chatting	74%
Gaming	69%
Video services (including YouTube, SchoolTube)	66%
Personal email accounts	41%
Peer-to-Peer File Sharing (used for downloading and sharing files)	40%
FTP (File Transfer Protocol, used for downloading large files)	32%
Newsgroups	17%
Professional development tools for education (including e-binders, Google Docs)	9%
None of the above	2%
Other	7%

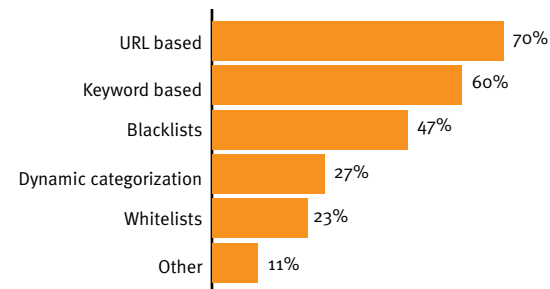
Schools use a variety of methods to filter content including filtering software, an acceptable use policy and supervision of students when accessing the internet.

- The most common types of filtering software are URL based (70%) and key word based filtering (60%).

HOW DOES YOUR SCHOOL FILTER ONLINE CONTENT



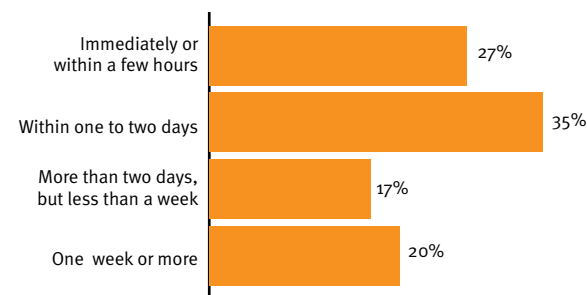
TYPES OF FILTERING SOFTWARE USED



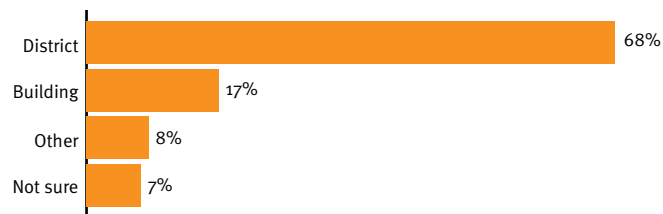
Nearly all schools can request to unblock a site, but the decision is most often made at the district level and within varying time periods.

- About a third of librarians say their request takes within one to two days (35%), while only 27% report their request is addressed immediately or within a few hours.
- 1 in 5 say it takes more than a week to unblock a site (20%).

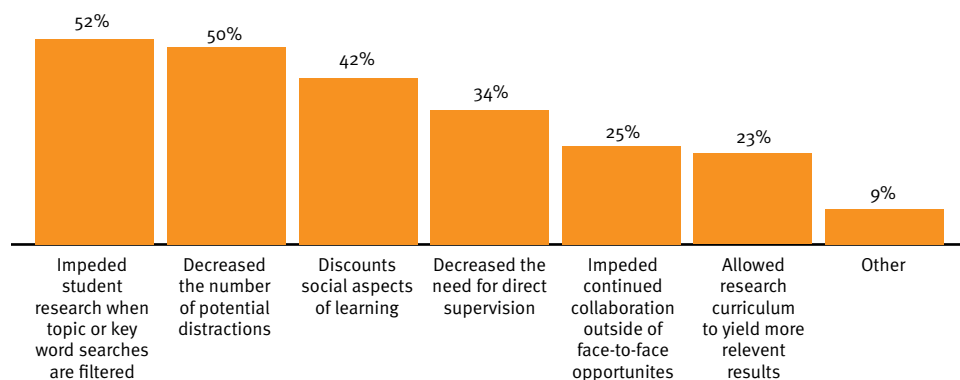
HOW LONG DOES IT TAKE FOR A SITE TO BE UNBLOCKED AFTER A REQUEST?



AT WHAT LEVEL IS THE DECISION TO UNBLOCK A SITE MADE?



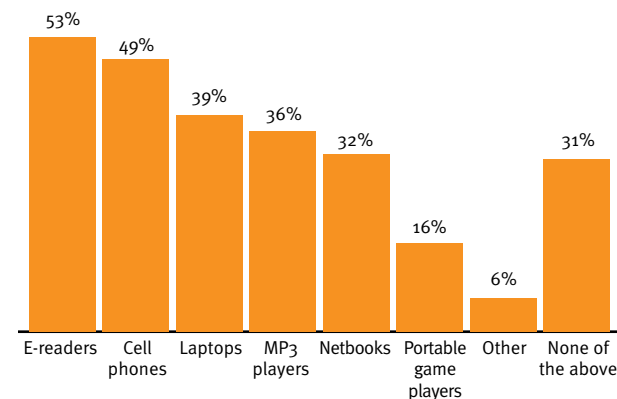
WHAT IMPACT HAVE FILTERS HAD WITHIN YOUR SCHOOL OR SCHOOL LIBRARY PROGRAM?



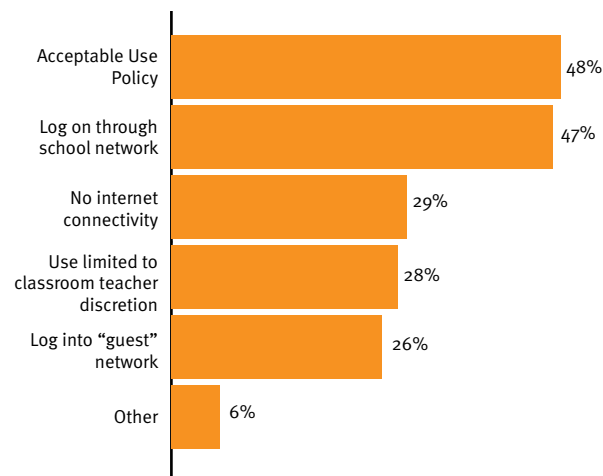
Among schools that allow portable electronic devices, half indicate their school has a filtering mechanism in place to control the content viewed on these devices.

- Those that have a filtering mechanism for personal devices most commonly filter personal devices by implementing an acceptable use policy and making students log on through school networks (48% and 47% respectively).

PORTABLE ELECTRONIC DEVICES ALLOWED



HOW ARE PERSONAL DEVICES FILTERED?





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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