

2014-15 IOWA SCHOOL LIBRARY STUDY: SCHOOL LEVEL RESULTS

August 2015



In the following report, Hanover Research analyzes results from the 2014-15 *School Library Programs Survey*, at the school level. The goal of this report is to assess teaching and learning, library management, and library budget at elementary, middle, and high school libraries in Iowa.



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SURVEY OVERVIEW

In the following report, Hanover Research analyzes results from the 2014-2015 *School Library Programs Survey*. The survey was administered to elementary schools, middle schools, high schools, and independent schools in the state of Iowa. The goal of the survey was to gauge teaching and learning practices, library management, and library budget among schools in Iowa of various enrollment sizes. **The survey yields 650 school library respondents, which is small relative to the state. Therefore, these survey findings are not generalizable to all districts and schools in Iowa.**

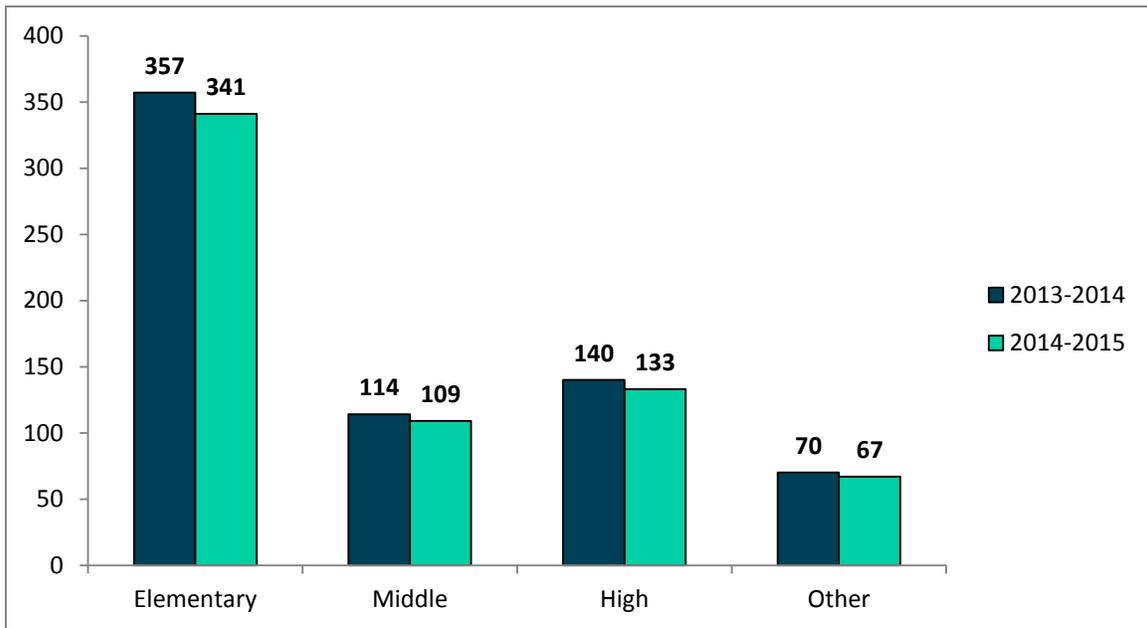
Among valid records, there is possible misreporting of total hours worked and hours spent on individual tasks. For example, some libraries reported hours for teacher librarians even though the library had indicated no headcount for teacher librarians. In the figures that describe the data on hours worked (Figures 1.1, 1.2, 1.5 through 1.13, and 2.7 and 2.8), only records that reported the school having one or more teacher librarians, other licensed staff, or library associates are included. Therefore, some observation counts are significantly lower than the 650 total records included in this report.

This report examines this year's survey responses and compares them to those from the 2013-2014 year. Note that all reported percentages are rounded to the nearest percentage point, all reported dollar amounts are rounded to the nearest dollar, and all reported hours are rounded to the nearest tenth of an hour.

Figure 1, below, shows the number of school respondents by school level (e.g. Elementary, Middle, High, Other), while Figure 2 illustrates the number of respondents by enrollment category. This report analyzes responses by school level, wherever possible.¹

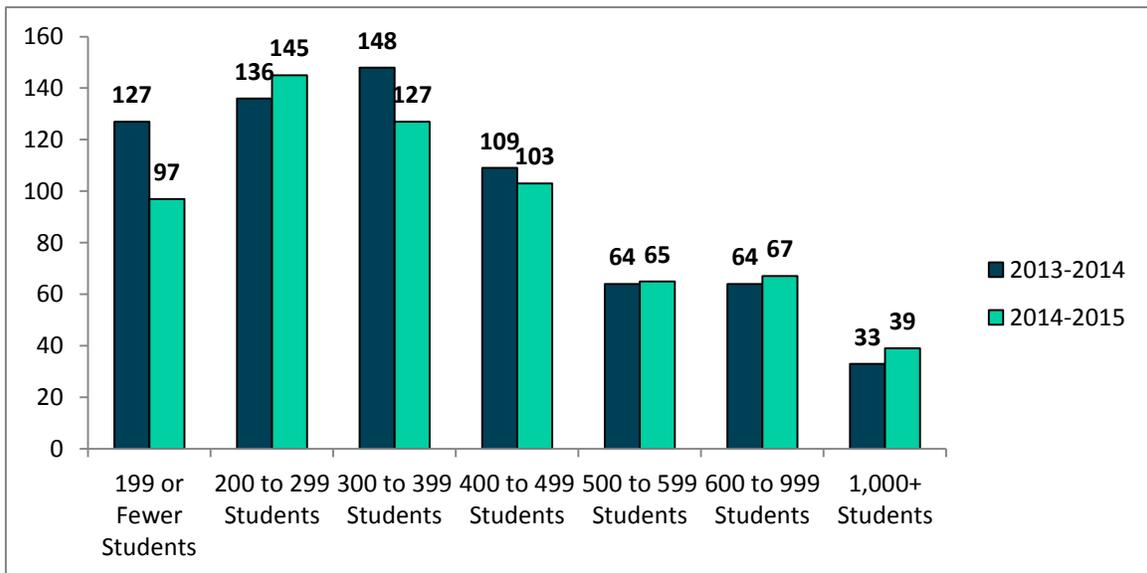
¹ Only one individual from each school completed the survey. As such, survey respondents represent a single school.

Figure 1: Number of School Library Respondents by School Level



N = 650

Figure 2: Number of School Library Respondents by Enrollment Category



N = 643

SECTION I: TEACHING AND LEARNING

HOURS WORKED PER WEEK

Figure 1.1, below, reflects the total hours worked per week by a certified Teacher Librarian in one building (e.g., one school in the school district). Note that a Teacher Librarian must hold an Iowa Teacher Librarian Endorsement to qualify for the position. Figure 1.2 that follows reflects the total hours worked per week by all other paid support staff—this includes library associates or other paid support staff such as non-licensed personnel and classroom teachers/technology teachers serving in the teacher librarian role. The paid support staff category does *not* include volunteers, student workers, or other unpaid staff.

Figure 1.1: Hours Worked per Week by *Teacher Librarians*

SCHOOL LEVEL	2013-2014 (HOURS WORKED) (N=579)				2014-2015 (HOURS WORKED) (N=563)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	6.6	17.8	37.5	40	5.5	17.5	35	40
Middle	8.8	20	40	40	8.5	20	40	40
High	8	20	40	40	7	20	40	40
Other	7	16	32	40	7.8	16	30	40
SCHOOL LEVEL	2013-2014 (HEAD COUNT) (N=579)				2014-2015 (HEAD COUNT) (N=619)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	1	1	1	1	1	1	1	1
Middle	1	1	1	1	1	1	1	1
High	1	1	1	1	1	1	1	1
Other	1	1	1	1	1	1	1	1

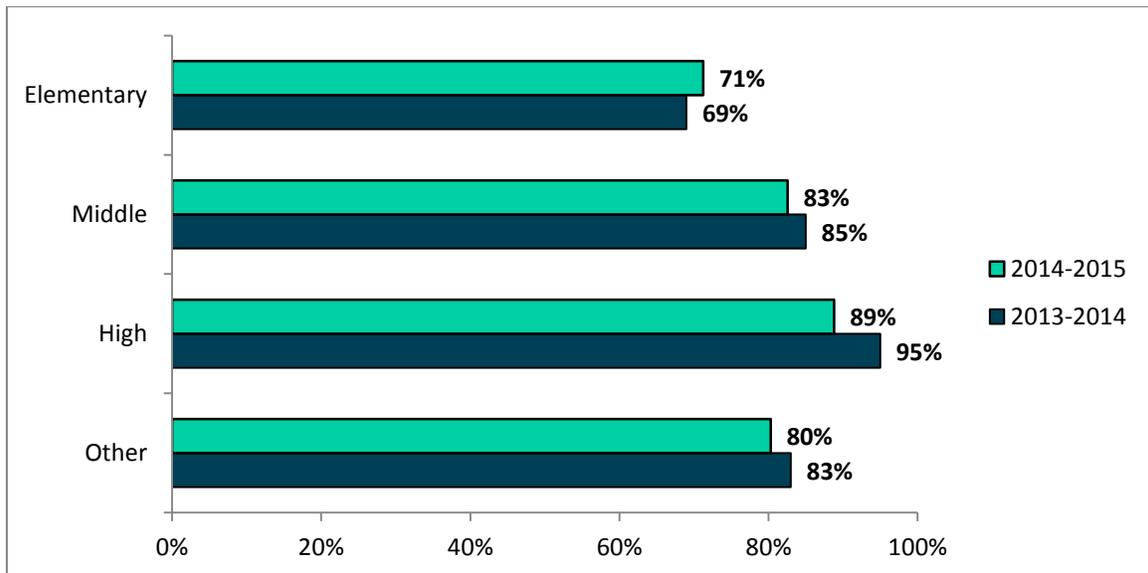
Figure 1.2: Hours Worked per Week by Paid Support Staff²

SCHOOL LEVEL	2013-2014 (HOURS WORKED) (N=623)				2014-2015 (HOURS WORKED) (N=650)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	21	34	37.5	40	22.5	35	37.5	40
Middle	32.5	35	40	50	29	35	40	57.5
High	32	37.5	40	66	24	35	40	55
Other	20	32.5	37.5	40	13	35	37.5	40
SCHOOL LEVEL	2013-2014 (HEAD COUNT) (N=623)				2014-2015 (HEAD COUNT) (N=650)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	1	1	1	2	1	1	1	2
Middle	1	1	1	2	1	1	1	2
High	1	1	1	2	1	1	1	2
Other	1	1	1	2	1	1	1	2

LIBRARY HOURS AND ACCESS

Figure 1.3, below, shows the percentage of school libraries in Iowa that are open, accessible, and provide instruction, programming, and/or services *all day, every day* that students and/or staff are present. Figure 1.4 shows the percentage of school libraries in Iowa that are open during the summer for students and staff to access. Aside from elementary schools, there are slight decreases in the availability of library resources across all school levels over the past year.

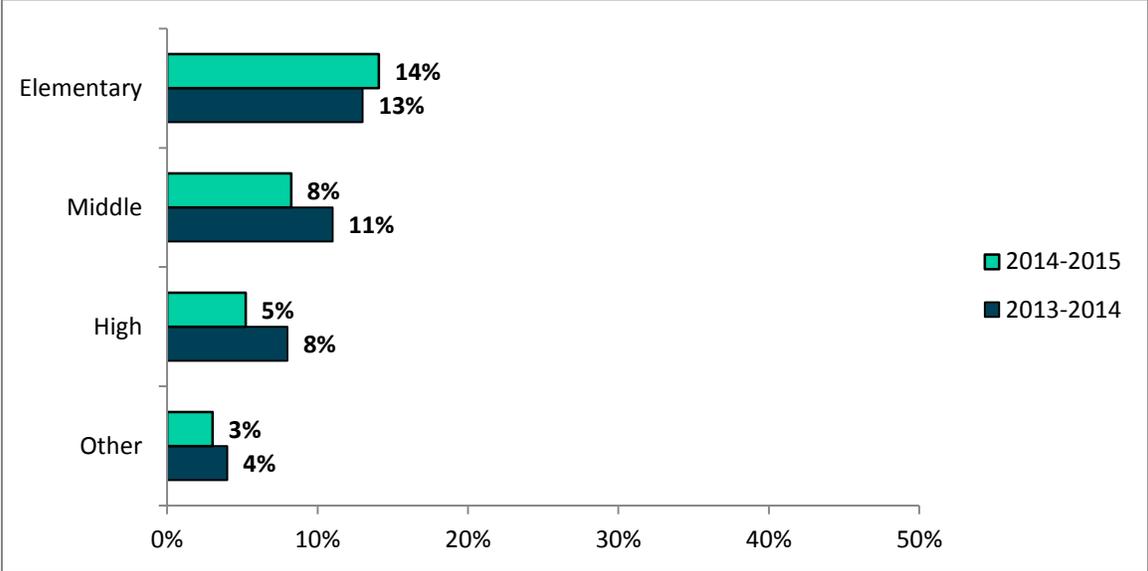
Figure 1.3: Percentage of School Libraries Open Daily



N = 650

² Includes: (1) Library Associates or other non-licensed personnel; and (2) All other licensed or paid staff (e.g., any Classroom Teacher/Technology Teacher serving in the Teacher Librarian role).

Figure 1.4: Percentage of School Libraries Open During Summer



N = 650

PROFESSIONAL ACTIVITIES: TEACHER LIBRARIANS/LICENSED STAFF

Figure 1.5, below, reflects the total hours Teacher Librarians and other licensed staff spend *per week* on collaboration activities with teachers at their school. Collaborative activities include identifying materials and planning with teachers and providing teacher and staff in-service training to individuals or groups.

Figure 1.5: Licensed Library Staff Hours Spent on *Collaboration with Teachers*

SCHOOL LEVEL	TEACHER LIBRARIANS (2013-2014) (N=579)				TEACHER LIBRARIANS (2014-2015) (N=547)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0.5	1.5	4	7.5	0.3	1	2.5	4
Middle	0.6	3.3	7.8	18	0.5	2	5	6.5
High	0.5	3	8	15	0.5	2	4	7.3
Other	0	1.6	5.5	12	0.3	1	2.3	6
SCHOOL LEVEL	OTHER LICENSED STAFF (2013-2014) (N=60)				OTHER LICENSED STAFF (2014-2015) (N=69)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0	1	2	5.5	0	0	1	3
Middle	0	2	8	12	0	0	2	3.5
High	0	0	2	5	0	0	2	7
Other	0	0	2.5	3.5	0	0	3	7

Note: Hours are significantly lower this year because a component of collaboration—*teaching students cooperatively with teachers*—that appeared in previous surveys was not a distinct field in this year’s survey.

Figure 1.6, below, reflects the total hours Teacher Librarians and other licensed staff spend *per week* on activities associated with information literacy curriculum. These activities primarily include providing information literacy instruction individually or to a group (e.g., locating, evaluating, and citing sources).

Figure 1.6: Licensed Library Staff Hours Spent on *Information Literacy Curriculum*

<i>SCHOOL LEVEL</i>	TEACHER LIBRARIANS (2013-2014) (N=579)				TEACHER LIBRARIANS (2014-2015) (N=536)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0.5	2.5	6	12	1	5	10	16
Middle	0.5	2	5	10	1	4	10	17.5
High	0.3	1	4	10	0.3	2	5	10
<i>Other</i>	0	1	3	5	0.5	3.1	6	10.5
<i>SCHOOL LEVEL</i>	OTHER LICENSED STAFF (2013-2014) (N=60)				OTHER LICENSED STAFF (2014-2015) (N=66)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0	0.5	3	8	0	0	6.5	11
Middle	0	1	2	2	0	0	10	15
High	0	0	0	0	0	0	0.3	4
<i>Other</i>	0	0.2	3.8	7	0	0.3	3.3	13.5

Figure 1.7, below, reflects the total hours Teacher Librarians and other licensed staff spend *per week* on activities associated with reading and literacy. These activities primarily include implementing reading and literacy incentive activities and/or promoting reading guidance (e.g., reader’s advisory, book talks, book clubs, storytimes, puppet shows, and author visits).

Figure 1.7: Licensed Library Staff Hours Spent on *Reading/Literacy*

SCHOOL LEVEL	TEACHER LIBRARIANS (2013-2014) (N=579)				TEACHER LIBRARIANS (2014-2015) (N=522)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0	1	4	8	0.1	1	3	6.5
Middle	0	1	4	5	0.3	2	3	6
High	0	1	2	5	0.3	1	3	5
Other	0	1	2	4	0.5	1	3	5.3
SCHOOL LEVEL	OTHER LICENSED STAFF (2013-2014) (N=60)				OTHER LICENSED STAFF (2014-2015) (N=66)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0	0	2	6	0	0	3	8
Middle	0	0.5	3	5	0	0.5	3	4
High	0	0	0	0	0	0	0	0
Other	0	0	1.8	9	0	0.1	2	4

Figure 1.8, below, reflects the total hours Teacher Librarians and other licensed staff spend *per week* on activities associated with leadership. These activities include meeting with principal or district administrators, attending general faculty and/or staff meetings, and meeting standards and/or curriculum committees or teams or task forces.

Figure 1.8: Licensed Library Staff Hours Spent on *Leadership Activities*

SCHOOL LEVEL	TEACHER LIBRARIANS (2013-2014) (N=579)				TEACHER LIBRARIANS (2014-2015) (N=510)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0	1	2	3	0	1	2	3
Middle	0.1	1.5	3	5	0.5	1.5	3	4
High	0.5	1.5	2.5	4.5	0.5	1.8	3	4
Other	0	1	1.5	3.5	0.3	1	2	4
SCHOOL LEVEL	OTHER LICENSED STAFF (2013-2014) (N=60)				OTHER LICENSED STAFF (2014-2015) (N=64)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0	0.5	2.5	4.3	0	0	0.5	3
Middle	0	1.5	3	3	0	0	1.3	4
High	0	0	2.5	3	0	0	0.6	3
Other	0	0	1.5	2	0	0	1	5.5

Figure 1.9, below, reflects the total hours Teacher Librarians and other licensed staff spend *per week* on activities associated with technology. These activities include managing computers, library automation, and networks in the library, managing computer technology outside the library, and managing other technologies in the library (e.g., AV equipment, digital cameras, LCD projectors, etc.).

Figure 1.9: Licensed Library Staff Hours Spent on *Technology*

SCHOOL LEVEL	TEACHER LIBRARIANS (2013-2014) (N=579)				TEACHER LIBRARIANS (2014-2015) (N=579)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0.5	2.5	6	11.3	0.3	1.3	3.5	6
Middle	1	3.4	8	18	0.5	0.5	0.5	0.5
High	1	3.5	7	16	0.3	2	6	12
Other	0.5	1.8	8	20	0.4	1.5	3	9
SCHOOL LEVEL	OTHER LICENSED STAFF (2013-2014) (N=60)				OTHER LICENSED STAFF (2014-2015) (N=60)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0	2	6.5	17	0	0	2.5	13
Middle	0	1	2.5	3	0	0.6	2	3
High	0	0	15	24	0	0	13.5	28
Other	0	0.9	2	4	0	2	8	19

Note: Hours may be lower this year because a component of technology—*teaching appropriate uses of technology*—that appeared in previous surveys was not included in this year’s survey.

Figure 1.10, below, reflects the total hours Teacher Librarians and other licensed staff spend *per week* on all other professional activities. These activities include retrieving materials, circulation, and re-shelving, teaching as a classroom teacher in another curricular area, and performing additional school duties unrelated to school library services (e.g., study halls, monitoring halls, lunch duty, playground duty, bus duty, etc.).

Figure 1.10: Licensed Library Staff Hours Spent on *All Other Activities*

SCHOOL LEVEL	TEACHER LIBRARIANS (2013-2014) (N=579)				TEACHER LIBRARIANS (2014-2015) (N=514)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0.1	2	5	12	0.5	1.5	4.3	11
Middle	0.4	1.8	6	12	0.3	2	5.5	17
High	1	3	9	18	0.5	2.9	10	20
Other	1	2.5	5.5	23	0.8	2	6.5	12.5
SCHOOL LEVEL	OTHER LICENSED STAFF (2013-2014) (N=60)				OTHER LICENSED STAFF (2014-2015) (N=77)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0	4	13	22	0	1.5	18	35
Middle	2.3	4.6	20.6	35	0.3	6	12.5	35
High	0	0	5	5.2	0	0.8	7.5	35
Other	2.2	10.7	31.3	36.8	0	8.5	14.4	39

PROFESSIONAL ACTIVITIES: LIBRARY ASSOCIATE ACTIVITIES

Figure 1.11, below, reflects the total hours Library Associate employees spend *per week* on reading promotion and guidance. This activity primarily includes preparing displays or preparing materials for teachers at their school.

Figure 1.11: Library Associate Staff Hours Spent on *Reading Promotion and Guidance*

SCHOOL LEVEL	2013-2014 (N=604)				2014-2015 (N=551)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	1	2	5	11	1	2	5	10
Middle	1	2	5	9.7	1	2	5	8
High	0.5	2	4	9	1	2	5	10
Other	0.5	2	3	10	0.5	2	4	5

Figure 1.12, below, reflects the total hours Library Associate employees spend *per week* on technology. These activities include managing computers, library automation, or networks in the library, managing computer technology outside the library, managing other technologies inside the library (e.g., AV equipment, digital cameras, LCD projectors, etc.), and managing other technologies outside the library.

Figure 1.12: Library Associate Staff Hours Spent on Technology

SCHOOL LEVEL	2013-2014 (N=604)				2014-2015 (N=535)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0.5	2	5	11	0.5	2	5	9.5
Middle	2	4	9	20	2	6	11	15
High	1	4	8	19.5	1	3.8	10	16
Other	0	2	6	13.5	1	3	5	9.8

Figure 1.13, below, reflects the total hours Library Associate employees spend *per week* on all other activities. These activities include retrieving materials, circulation, and re-shelving, and performing additional school duties unrelated to school library services such as study halls, monitoring halls, lunch duty, playground duty, bus duty, etc.

Figure 1.13: Library Associate Staff Hours Spent on All Other Activities

SCHOOL LEVEL	2013-2014 (N=604)				2014-2015 (N=571)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	12	19.5	25	33.6	13.1	24	26	32
Middle	13	20	30	35	13.8	18.5	25	34.5
High	10	20	28	37	12	18	26	34
Other	8.3	21	33	40	9.5	19	26	33.5

SCHOOL LIBRARY USAGE

Figure 1.14, below, shows the percentage of the total student population of the school visiting the library during a week in April or May for **independent reading, research, or study**. This includes students who *voluntarily* choose to come to the library, and not students who are present because of visit with a scheduled class.

Figure 1.14: Percent of Total Student Population Visiting Library for Voluntary Visit

SCHOOL LEVEL	2013-2014 (N=677)					2014-2015 (N=637)				
	0% TO 25%	26% TO 50%	51% TO 75%	76% TO 99%	100%	0% TO 25%	26% TO 50%	51% TO 75%	76% TO 99%	100%
Elementary	51%	25%	15%	7%	3%	51%	26%	12%	8%	2%
Middle	23%	42%	21%	12%	2%	29%	39%	19%	10%	3%
High	41%	34%	15%	9%	1%	42%	40%	12%	5%	2%
Other	57%	26%	13%	3%	1%	60%	22%	14%	3%	-

Figure 1.15, below, shows the percentage of the total student population of the school visiting the library during a week in April or May for **planned, scheduled instruction on information literacy skills or for other curriculum work**. This includes any student who visited the library with a group or class, including classes visiting the library for book checkout. This does not include students who visited the library voluntarily.

Figure 1.15: Percent of Total Student Population Visiting Library for Scheduled Visit

SCHOOL LEVEL	2013-2014 (N=677)					2014-2015 (N=637)				
	0% TO 25%	26% TO 50%	51% TO 75%	76% TO 99%	100%	0% TO 25%	26% TO 50%	51% TO 75%	76% TO 99%	100%
Elementary	3%	4%	8%	19%	66%	4%	4%	5%	18%	69%
Middle	17%	28%	22%	23%	10%	23%	34%	22%	14%	7%
High	46%	27%	17%	6%	4%	49%	28%	13%	5%	5%
Other	24%	26%	14%	20%	16%	35%	27%	9%	16%	13%

Figure 1.16, below, shows the percentage of teachers who have **collaborated with the Teacher Librarian** to plan and deliver instruction during the school year. This percentage includes any classroom teacher who collaborated with a Teacher Librarian in regards to planning, preparing, and/or delivering instruction.

Figure 1.16: Percent of Classroom Teachers Collaborating with Teacher Librarian

SCHOOL LEVEL	2013-2014 (N=677)					2014-2015 (N=637)				
	0% TO 25%	26% TO 50%	51% TO 75%	76% TO 99%	100%	0% TO 25%	26% TO 50%	51% TO 75%	76% TO 99%	100%
Elementary	61%	15%	8%	11%	5%	62%	15%	13%	7%	3%
Middle	51%	29%	13%	5%	1%	63%	22%	12%	4%	-
High	69%	24%	5%	2%	0%	77%	15%	7%	2%	-
Other	66%	20%	6%	6%	3%	73%	14%	8%	5%	-

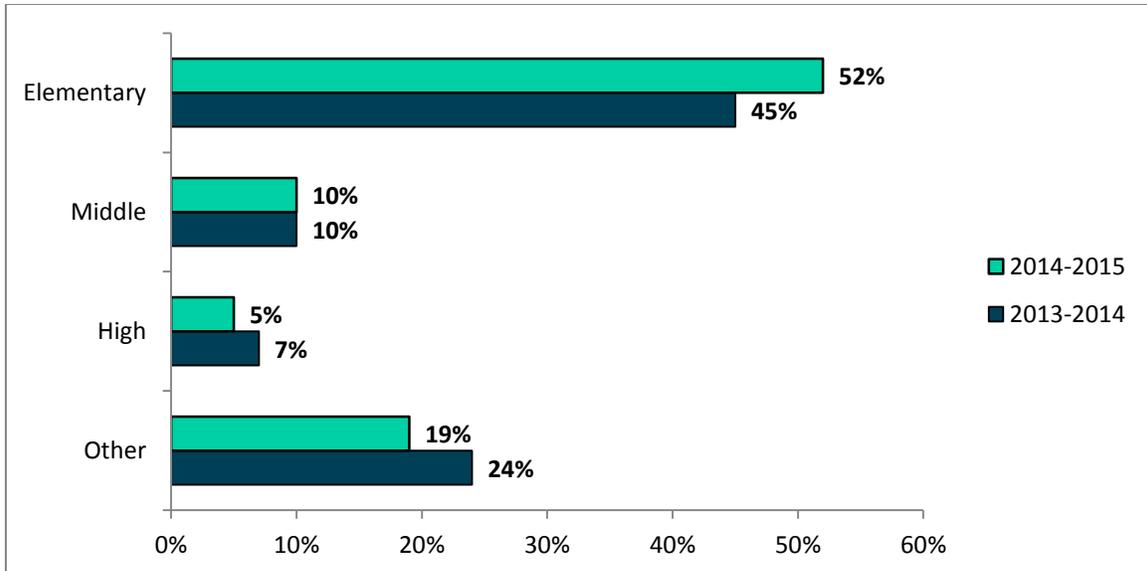
Figure 1.17, below, reflects the average weekly circulation of library materials. This includes all circulation materials (fiction and non-fiction) except for textbook circulation, AEA-provided e-books, or statistics related to database usage.

Figure 1.17: Average Weekly Circulation of Library Materials

SCHOOL LEVEL	2013-2014 (N=627)				2014-2015 (N=612)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	235	500	800	1,300	320	506	835	1,365
Middle	200	300	445	791	150	265	470	700
High	45	95	194	343	49	100	232	334
Other	50	144	299	418	45	124	335	637

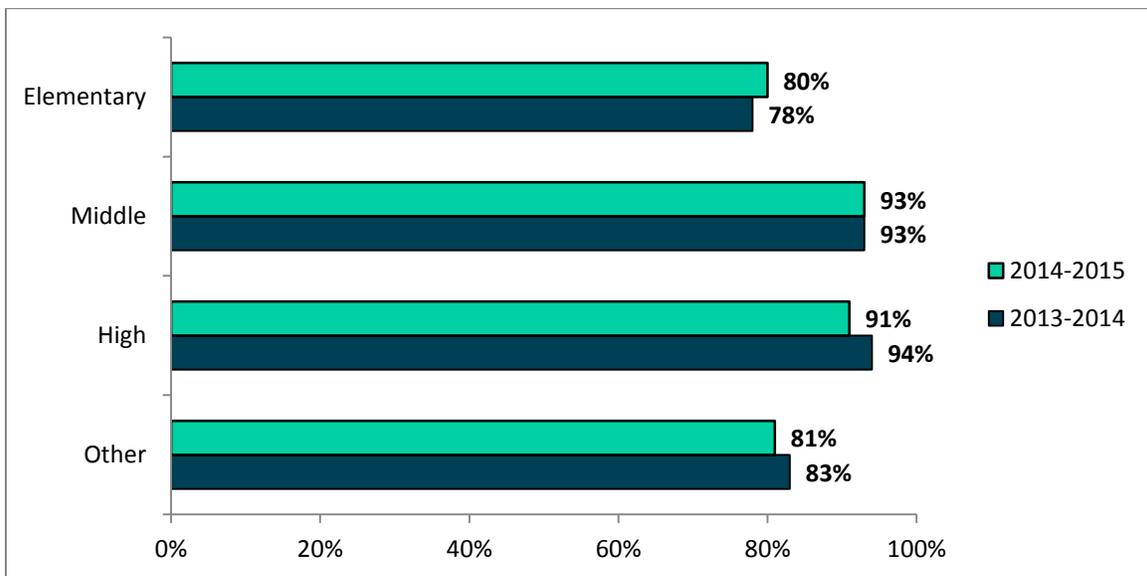
Figure 1.18, below, shows the percentage of respondents who indicated that the Teacher Librarian is used to provide teacher release or preparation time. Figure 1.19 that follows shows the percentage of respondents who indicated that the physical space of the library is adequate for library programming—for example, the physical space is sufficient to allow for multiple activities can happen at the same time, such as class visits, small group work, individual browsing, independent study, etc.

Figure 1.18: Usage of Teacher Librarian for Teacher Release or Preparation Time



N = 637

Figure 1.19: Approval of Library Physical Space for Library Programming



N = 637

SECTION II: LIBRARY MANAGEMENT

LIBRARY COLLECTION

Figure 2.1, below, shows the total number of circulating and non-circulating *fiction books* at the school library. These totals exclude items that are not available for general use by teachers or students (e.g., items on reserve). This figure also shows the average copyright date of *fiction books*. In the event average copyright dates were not available from an electronic catalog, respondents were asked to randomly select 25 items in the category (“fiction books”) and average their copyright dates.

Figure 2.1: Total Number of *Fiction Books* and Average Copyright Date

SCHOOL LEVEL	2013-2014 (N=641)				2014-2015 (N=624)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	3,419 (1995)	5,304 (1998)	7,127 (2000)	9,253 (2003)	3,502 (1996)	5,199 (1999)	6,820 (2001)	8,884 (2004)
Middle	3,293 (1998)	4,228 (2001)	6,421 (2003)	8,300 (2005)	3,041 (1999)	4,125 (2002)	5,985 (2004)	7,342 (2006)
High	2,325 (1996)	3,323 (2000)	4,910 (2003)	6,640 (2005)	2,214 (1998)	3,000 (2001)	4,793 (2004)	6,783 (2006)
Other	1,995 (1995)	3,615 (1997)	5,621 (2000)	6,900 (2002)	2,289 (1995)	3,289 (1998)	6,083 (2002)	9,000 (2004)

Note: 622 respondents reported average copyright date.

Figure 2.2, below, shows the total number of circulating and non-circulating *non-fiction books* at the school library. These totals exclude items that are not available for general use by teachers or students (e.g., items on reserve). This figure also shows the average copyright date of *non-fiction books*. In the event average copyright dates were not available from an electronic catalog, respondents were asked to randomly select 25 items in the category (“non-fiction books”) and average their copyright dates.

Figure 2.2: Total Number of Non-Fiction Books and Average Copyright Date

SCHOOL LEVEL	2013-2014 (N=639)				2014-2015 (N=623)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	2,752 (1995)	3,804 (1998)	4,982 (2000)	6,497 (2003)	2,832 (1996)	3,873 (1999)	5,107 (2002)	6,453 (2004)
Middle	2,341 (1994)	3,511 (1997)	4,724 (2000)	6,460 (2002)	2,269 (1995)	3,507 (1999)	4,500 (2002)	5,745 (2003)
High	2,180 (1990)	3,160 (1994)	6,079 (1998)	9,500 (2000)	2,106 (1991)	3,249 (1995)	5,713 (1999)	7,487 (2002)
Other	2,059 (1989)	3,183 (1993)	4,624 (1997)	5,638 (2001)	2,253 (1989)	3,260 (1995)	4,611 (1998)	5,555 (2003)

Note: 623 respondents reported average copyright date.

Figure 2.3, below, shows the total number of circulating and non-circulating *current print subscriptions to magazines and newspapers* at the school library. These figures exclude items that are not available for general use by teachers or students (e.g., items on reserve).

Figure 2.3: Total Number of Current Print Subscriptions to Magazines and Newspapers

SCHOOL LEVEL	2013-2014 (N=634)				2014-2015 (N=615)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	1	6	10	13	0	4	8	12
Middle	4	11	18	27	4	10	15	22
High	8	13	25	33	6	14	24	35
Other	2	11	19	29	3	10	20	26

Figure 2.4, below, shows the total number of circulating and non-circulating *e-books* at the school library. These figures exclude items that are provided by the school’s AEA.

Figure 2.4: Total Number of Current e-Books

SCHOOL LEVEL	2013-2014 (N=607)				2014-2015 (N=589)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0	0	1	65	0	0	3	79
Middle	0	0	40	100	0	5	77	230
High	0	3	75	207	0	16	100	200
Other	0	0	12	46	0	0	10	58

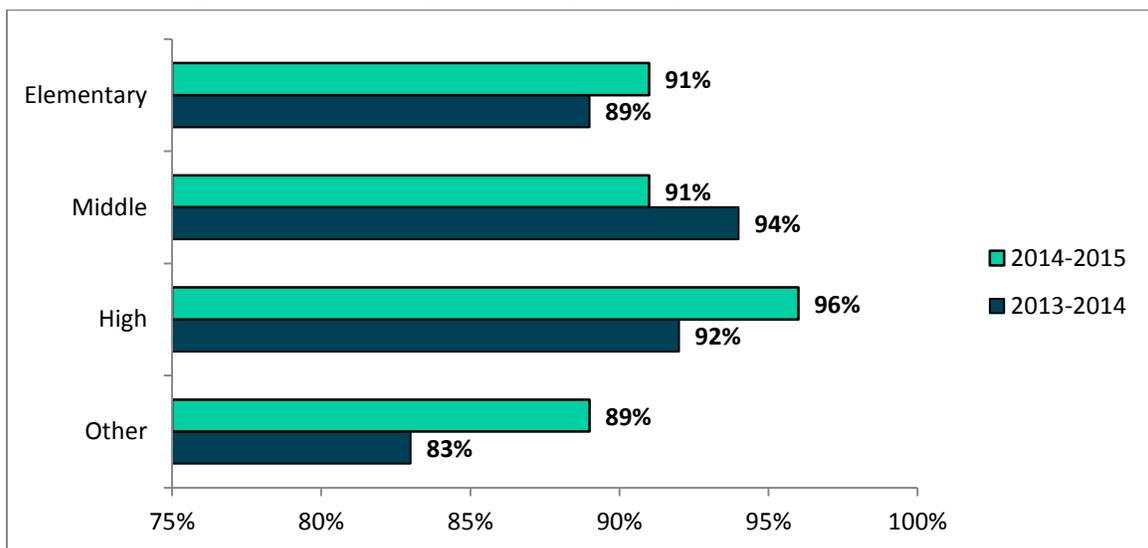
Figure 2.5, below, provides a list of all online database titles each school indicated their library subscribes to along with a count of how many school districts indicated subscribing to that particular online database title.

Figure 2.5: Online Database Title Subscriptions

ONLINE DATABASE TITLE		
Gale (29)	PebbleGo (7)	Biography Reference Center (4)
EBSCO (20)	Issues and Controversies (6)	NoveList (4)
World Book (15)	Opposing Viewpoints (6)	Proquest (4)
Discovery Education (14)	BrainPop/Jr. (5)	SIRS (4)
NoodleTools (13)	CQ Researcher (5)	Today's Science (4)
ABC-CLIO (12)	EasyBib (5)	Turnitin (4)
TumbleBooks (11)	Webpath Express (5)	Culture Grams (3)

Figure 2.6, below, shows the percentage of school libraries that indicated their school’s library online catalog is accessible via the internet.

Figure 2.6: Percentage of Library Catalogs Accessible via Internet



N = 626

COLLECTION DEVELOPMENT

Figure 2.7, below, reflects the total hours Teacher Librarians and other licensed staff spend *per week* on professional activities related to collection development. These activities include selection, acquisition, collection analysis, and weeding.

Figure 2.7: Licensed Staff Hours Spent on *Collection Development*

SCHOOL LEVEL	TEACHER LIBRARIANS (2013-2014) (N=579)				TEACHER LIBRARIANS (2014-2015) (N=586)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	1	2	3	5	1	1.6	2.5	5
Middle	1	2	4	6	1	2	5	7
High	1	3	5	8	1	3	5	10
Other	1	1.5	3	5	1	2	3.5	6
SCHOOL LEVEL	OTHER LICENSED STAFF (2013-2014) (N=60)				OTHER LICENSED STAFF (2014-2015) (N=188)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0	0	3	5	0	0	0	1.5
Middle	1	2	3.5	5	0	0	0	4
High	0	0	0.5	1	0	0	0	1
Other	0	0	5.5	8	0	0	0	1

Figure 2.8, below, reflects the total hours Library Associate employees spend *per week* on professional activities related to collection management. These activities include processing orders, processing and preparing materials for circulation, and inventorying.

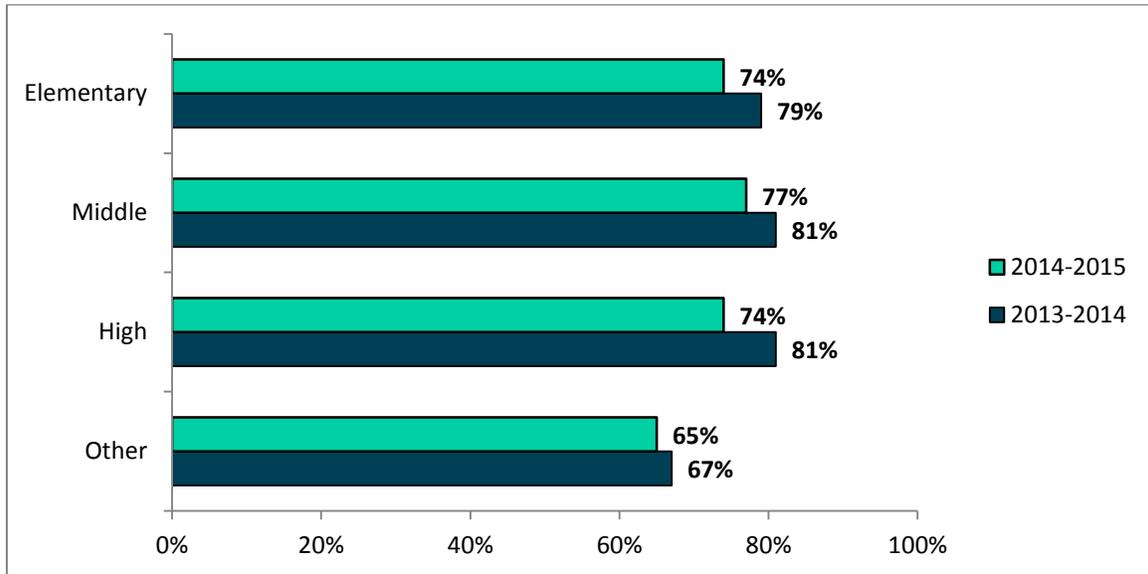
Figure 2.8: Library Associate Hours Spent on *Collection Management*

SCHOOL LEVEL	2013-2014 (N=604)				2014-2015 (N=601)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	1	3	6	10	1	3	5	10
Middle	2	5	10	15	3	5	10	12
High	2	5	10	16	1	5	8	15
Other	1	3	6	10	1	2.3	5	10

PROGRAM MANAGEMENT AND TECHNOLOGY

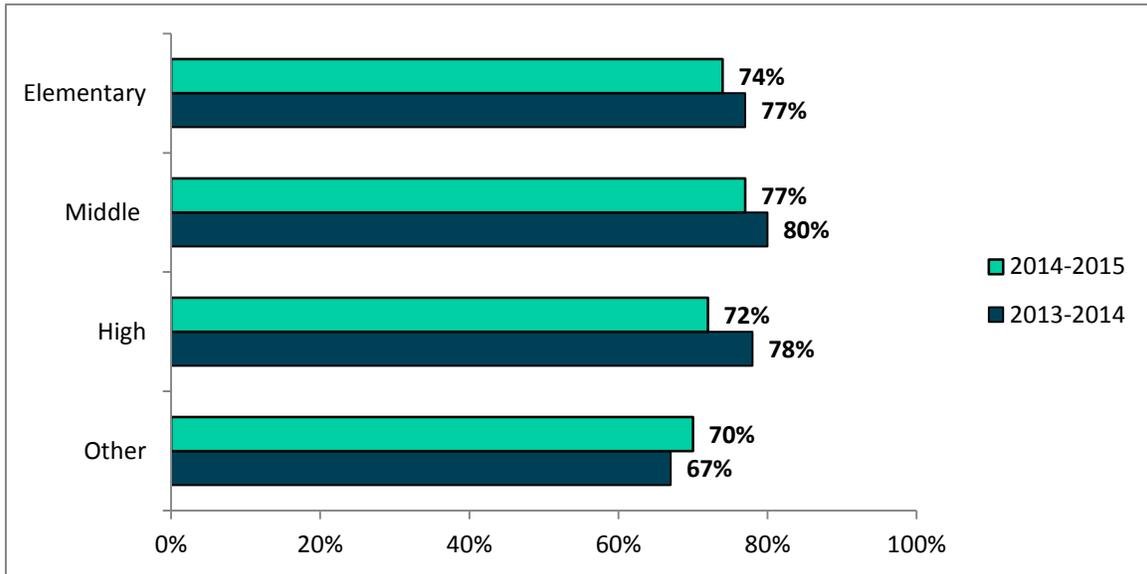
Figures 2.9 through 2.17, below and on the following pages, show the percentage of schools engaging in various aspects of program management and technology. Overall, there are only small changes in the school's or the library staff's involvement in these areas.

Figure 2.9: Percentage of Schools with a K-12 Library Program Plan



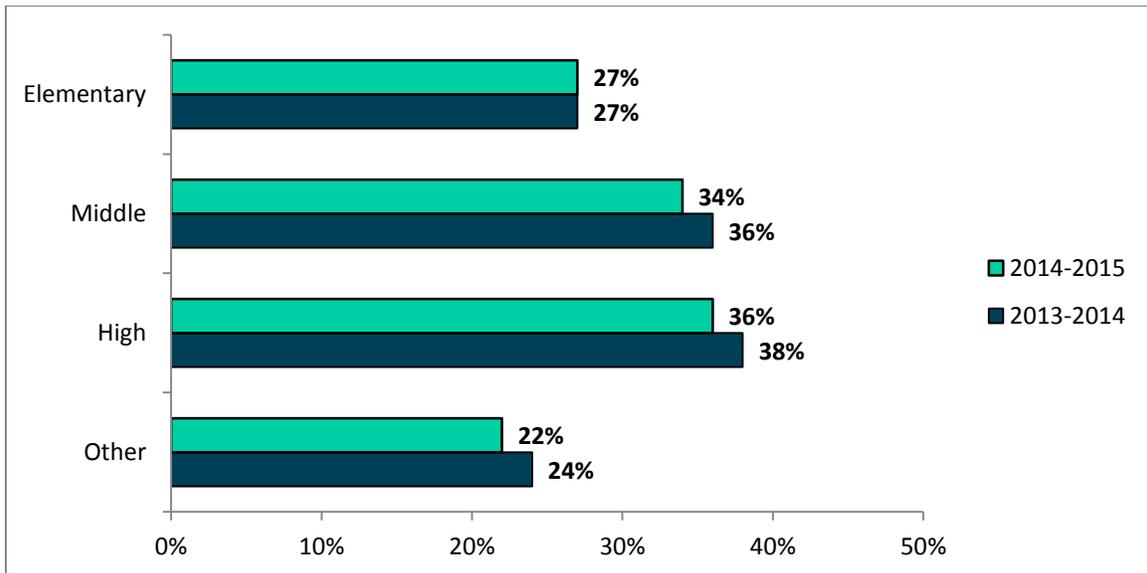
N = 637

Figure 2.10: Percentage of Schools with a K-12 Information Literacy Curriculum



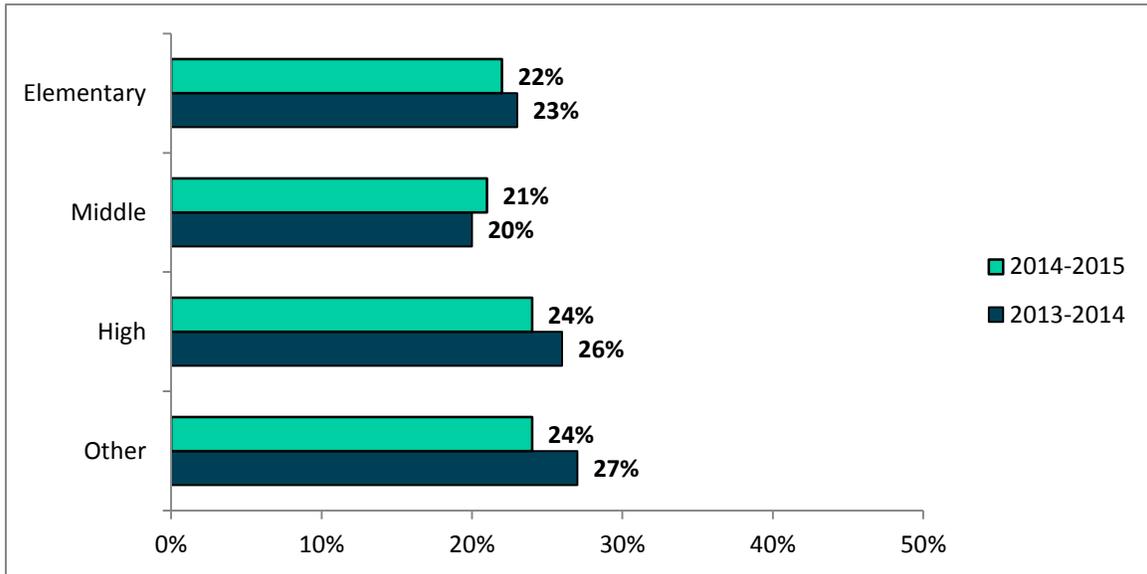
N = 637

Figure 2.11: Percentage of Schools Submitting an Annual Budget Request



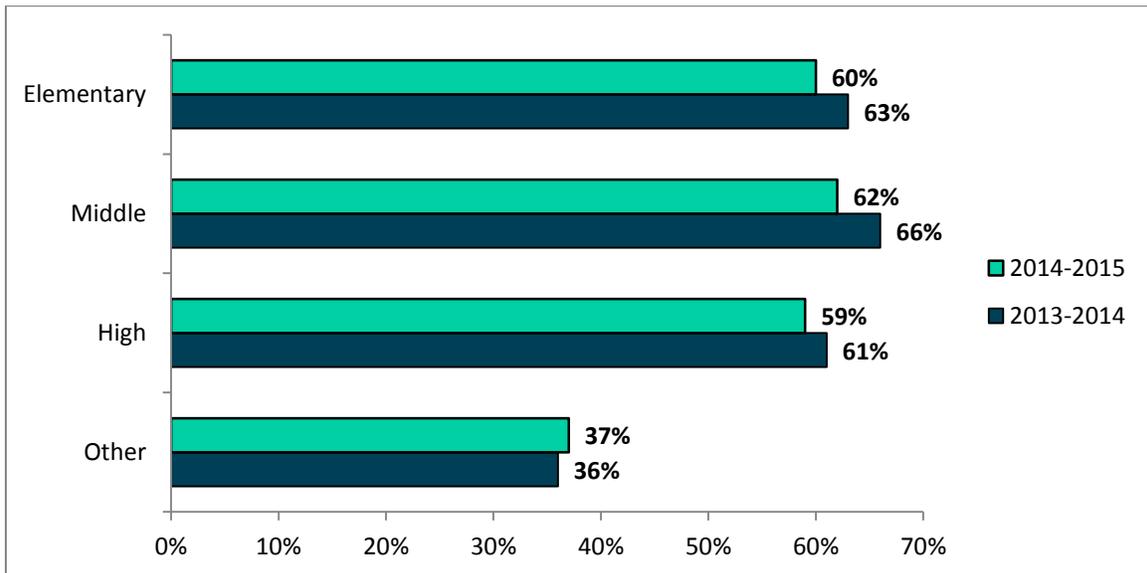
N = 637

Figure 2.12: Percentage of Schools with an *Advisory Committee*



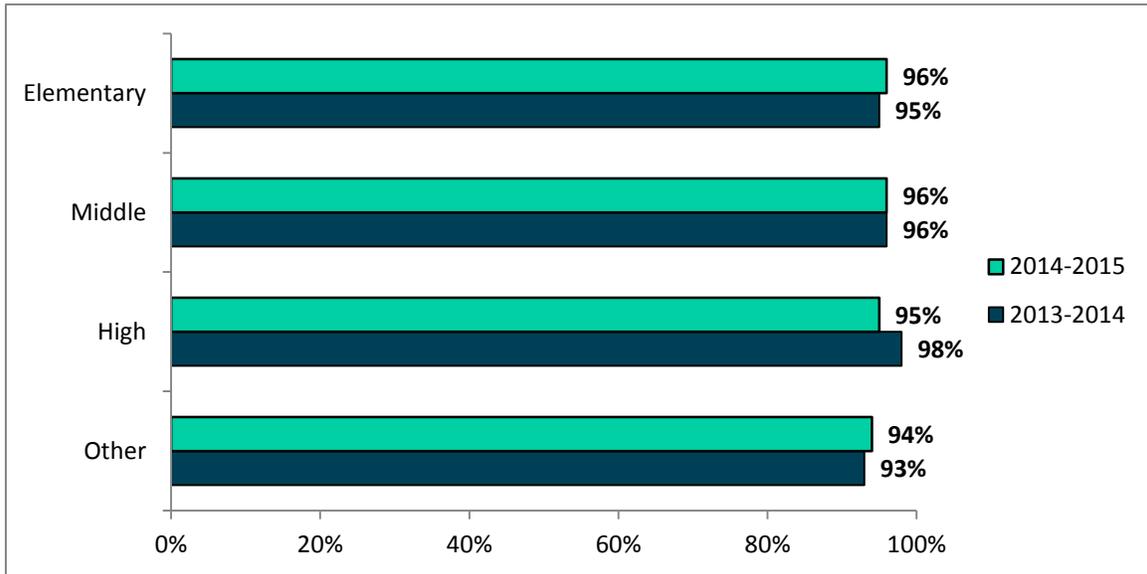
N = 637

Figure 2.13: Percentage of Schools Submitting an *Annual Report*



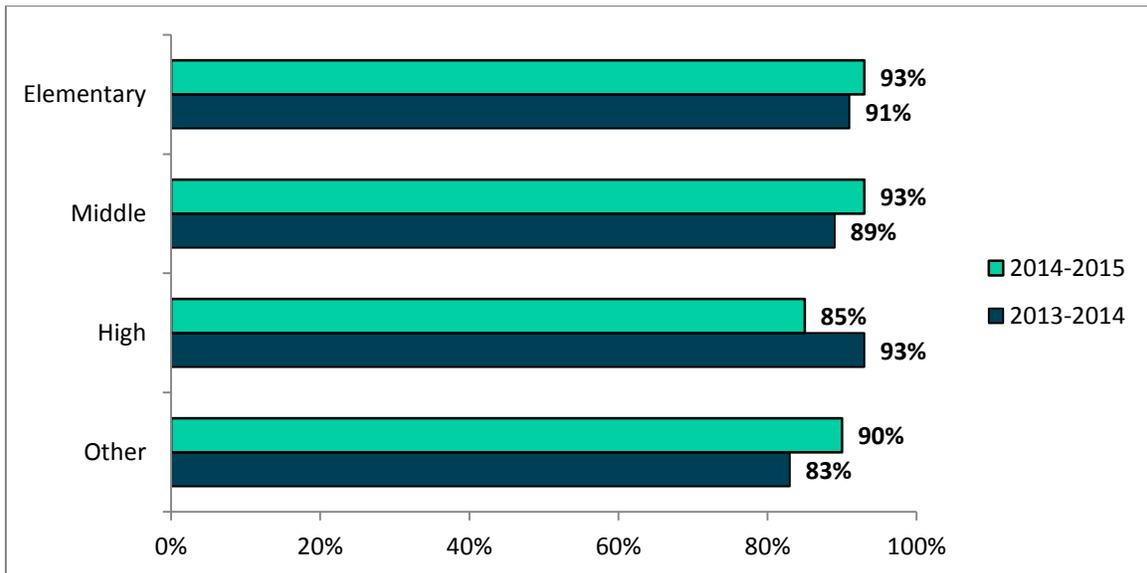
N = 637

Figure 2.14: Percentage of Schools with a *Selection/Reconsideration Policy*



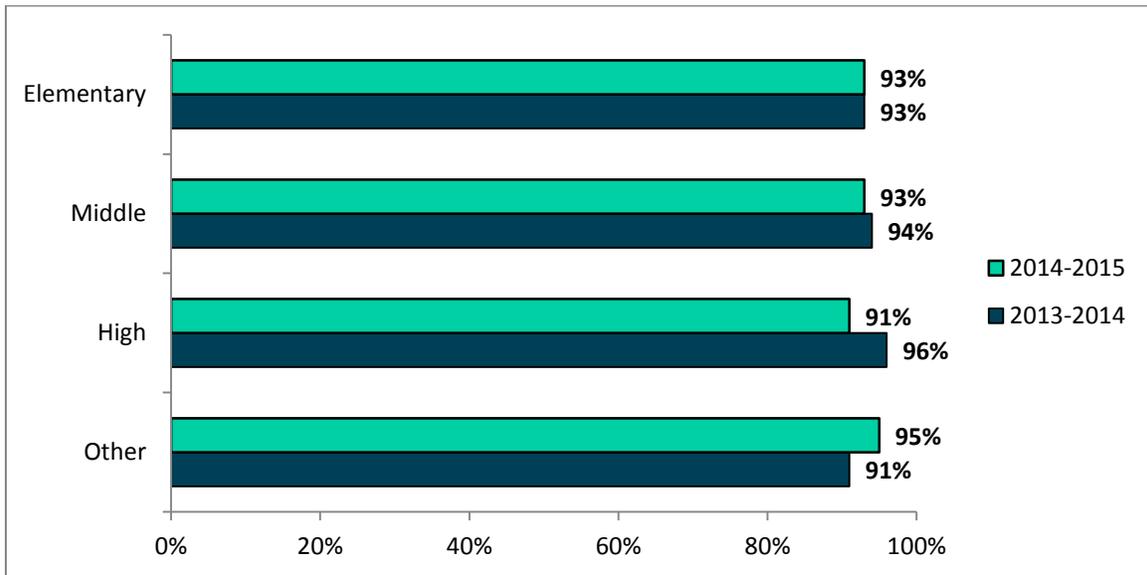
N = 637

Figure 2.15: Percentage of Schools with a *Confidentiality Policy*



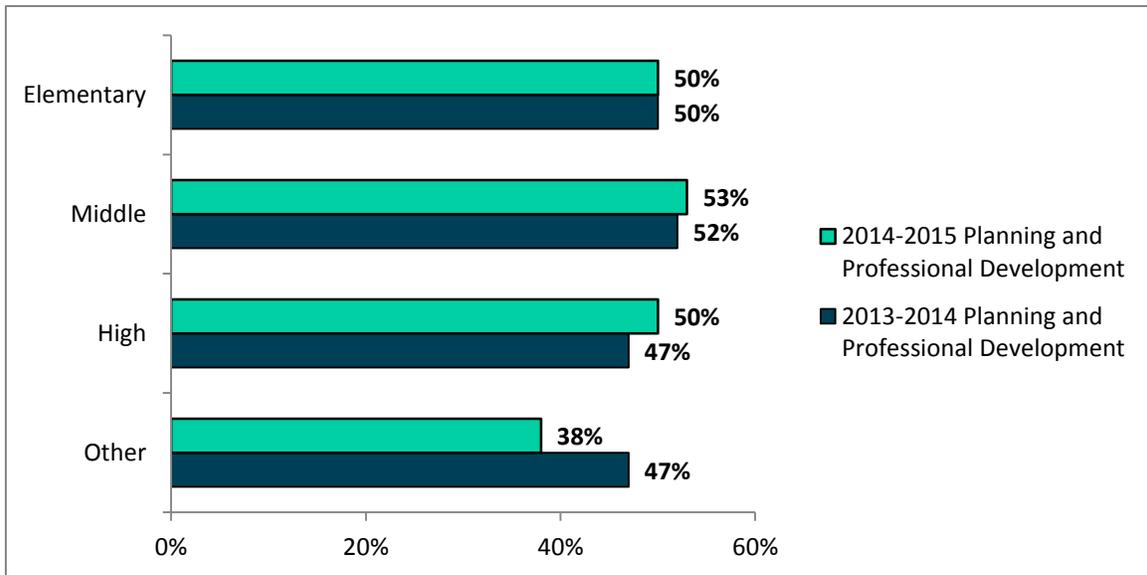
N = 637

Figure 2.16: Percentage of Schools with a *Legal/Ethical Use of Information Resources Policy*



N = 637

Figure 2.17: Percentage of Schools with a *Leadership Role in Planning and Professional Development*



N = 637

SECTION III: LIBRARY BUDGET

TOTAL OPERATING EXPENDITURES

Figure 3.1, below, reflects libraries’ total and per-pupil annual operating expenditures, which incorporates spending on books, periodicals, computer software, electronic databases, non-print media, library supplies, AV supplies, equipment, and other miscellaneous items.

Figure 3.1: Total Annual Operating Expenditures

SCHOOL LEVEL	ANNUAL OPERATING EXPENDITURES (2013-2014)				ANNUAL OPERATING EXPENDITURES (2014-2015)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	\$2,000	\$3,879	\$6,569	\$9,438	\$2,054	\$3,538	\$6,050	\$8,590
Middle	\$2,450	\$4,865	\$8,368	\$10,850	\$2,500	\$5,334	\$7,400	\$10,500
High	\$2,086	\$5,150	\$9,000	\$17,000	\$2,500	\$5,431	\$9,000	\$16,860
Other	\$1,383	\$2,475	\$4,247	\$9,093	\$1,500	\$3,000	\$4,292	\$6,775
SCHOOL LEVEL	OPERATING EXPENDITURES PER STUDENT (2013-2014)				OPERATING EXPENDITURES PER STUDENT (2014-2015)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	\$6.41	\$12.13	\$18.14	\$25.58	\$6.10	\$10.60	\$17.38	\$24.24
Middle	\$6.47	\$12.44	\$18.64	\$25.78	\$7.06	\$10.64	\$17.37	\$22.51
High	\$6.97	\$11.97	\$18.70	\$26.89	\$6.64	\$12.42	\$19.13	\$24.28
Other	\$5.89	\$11.52	\$17.19	\$20.31	\$5.47	\$10.43	\$14.84	\$19.82

N = 650

Figure 3.2, below, reflects the total and per-pupil funding that are available to libraries. Note that these data include the library funding allocation from the school or district in addition to title or grant money, monetary gifts/donations to the library, or fundraising (e.g., book fairs).

Across nearly all percentiles and all school levels, both total funding and per student funding are generally higher than in 2013-2014.

Figure 3.2: Total Funding Available to Libraries (All Sources)

<i>SCHOOL LEVEL</i>	TOTAL FUNDING (2013-2014) (N=662)				TOTAL FUNDING (2014-2015) (N=650)			
	25TH	50TH	75TH	90TH	25TH	50TH	75TH	90TH
Elementary	\$1,254	\$2,500	\$4,500	\$7,277	\$2,669	\$4,900	\$7,215	\$10,500
Middle	\$2,000	\$4,400	\$7,650	\$10,705	\$3,200	\$5,500	\$9,000	\$13,000
High	\$2,500	\$5,770	\$9,550	\$17,000	\$3,000	\$5,637	\$10,150	\$16,970
<i>Other</i>	\$850	\$2,000	\$3,528	\$6,250	\$1,500	\$2,500	\$4,621	\$7,136
<i>SCHOOL LEVEL</i>	TOTAL FUNDING PER STUDENT (2013-2014) (N=662)				TOTAL FUNDING PER STUDENT (2014-2015) (N=643)			
	25TH	50TH	75TH	90TH	25TH	50TH	75TH	90TH
Elementary	\$4.51	\$7.95	\$14.18	\$21.58	\$8.35	\$14.42	\$21.27	\$29.67
Middle	\$5.88	\$11.10	\$19.01	\$23.14	\$8.09	\$13.48	\$20.71	\$25.00
High	\$7.11	\$12.38	\$20.92	\$28.05	\$7.17	\$13.59	\$20.87	\$35.33
<i>Other</i>	\$3.07	\$7.23	\$12.73	\$19.51	\$5.83	\$10.94	\$17.70	\$22.96

FUNDING SOURCES

Figures 3.3 through 3.5 reflect the total budget by each funding source other than the library budget allocation (Figure 3.2, above): title or grant money (Figure 3.3), monetary gifts/donations to the library (Figure 3.4), and fundraising such as book fairs or bake sales (Figure 3.5).

Figure 3.3: Library Budget Allocation from *Title or Grant Money*

SCHOOL LEVEL	2013-2014 (N=669)				2014-2015 (N=458)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	\$0	\$0	\$0	\$500	\$0	\$0	\$0	\$500
Middle	\$0	\$0	\$0	\$566	\$0	\$0	\$0	\$800
High	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$500
Other	\$0	\$0	\$0	\$500	\$0	\$0	\$0	\$847

Figure 3.4: Library Budget Allocation from *Monetary Gifts/Donations to the Library*

SCHOOL LEVEL	2013-2014 (N=669)				2014-2015 (N=669)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	\$0	\$0	\$400	\$1,416	\$0	\$100	\$824	\$2,000
Middle	\$0	\$0	\$0	\$200	\$0	\$0	\$100	\$525
High	\$0	\$0	\$0	\$250	\$0	\$0	\$0	\$250
Other	\$0	\$0	\$60	\$1,500	\$0	\$0	\$200	\$1,520

Figure 3.5: Library Budget Allocation from *Fundraising (e.g., Book Fairs)*

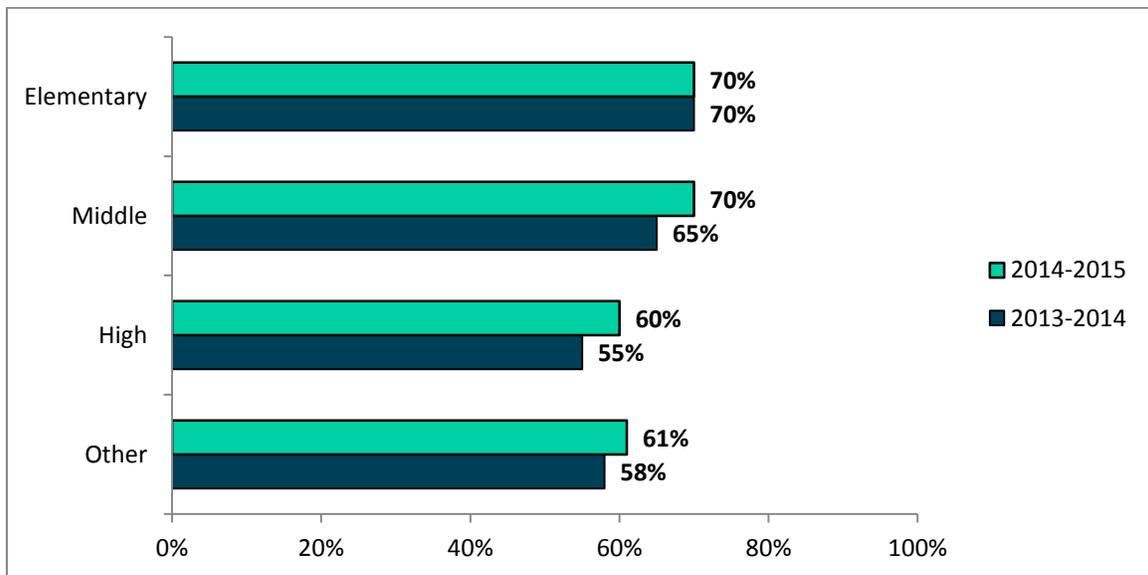
SCHOOL LEVEL	2013-2014 (N=669)				2014-2015 (N=669)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	\$100	\$1,300	\$2,327	\$4,000	\$450	\$1,435	\$2,500	\$3,800
Middle	\$0	\$500	\$1,377	\$2,000	\$0	\$1,000	\$2,000	\$3,000
High	\$0	\$0	\$100	\$800	\$0	\$0	\$300	\$1,274
Other	\$0	\$317	\$1,050	\$1,650	\$0	\$114	\$1,000	\$2,936

EXPENDITURES PER ITEM

Figures 3.6 through 3.14, below, show the percentage of the total budget spent on various expenditures for the school library: books (Figure 3.6), periodicals (Figure 3.7), computer software (Figure 3.8), electronic database or resource subscriptions (Figure 3.9), non-print media (Figure 3.10), library supplies (Figure 3.11), AV supplies (Figure 3.12), equipment (Figure 3.13), and all other library supplies (Figure 3.14).

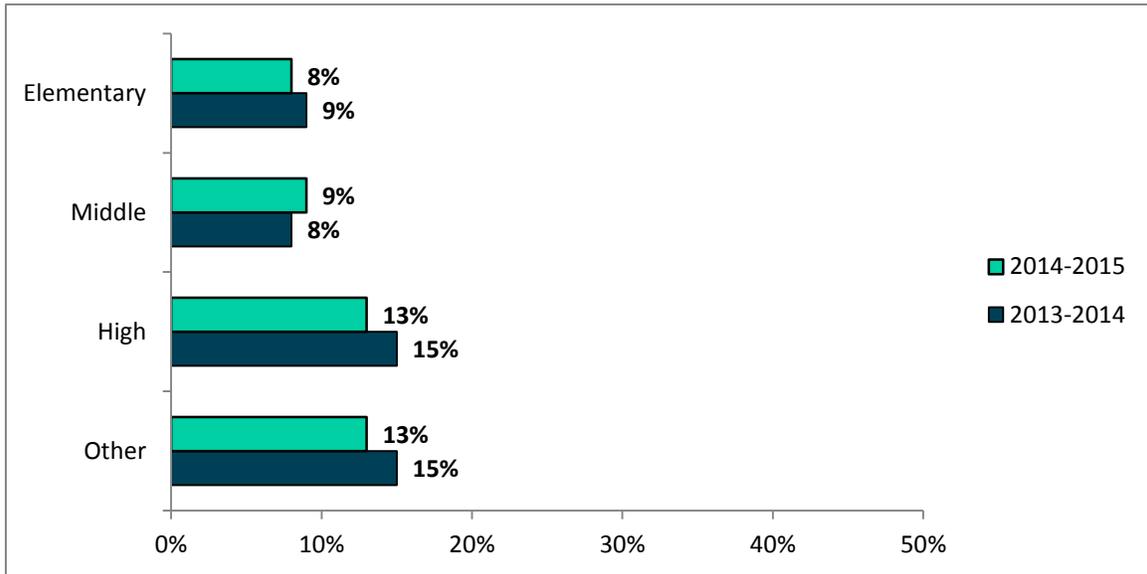
Note that the percentage of total library funding spent on each expenditure item will not sum to 100 percent for each school level (elementary, middle, high, and other). This is because the percentage of total library funding spent on each expenditure item is the *average* of all schools at each school level—in other words, schools spending significantly more or significantly less than other schools can skew the average. Additionally, these numbers also will not sum to 100 percent because many schools reported spending *more* on expenditures than they reported their total funding to be. Likewise, many other schools reported spending *less* on expenditures than they reported their total funding to be. Therefore, percentages presented in the figures below should be interpreted as an approximate estimate, but not an exact amount, of the percentage of total library funding spent on each school library expenditure item.

Figure 3.6: Percentage of Total Budget Spent on *Books*



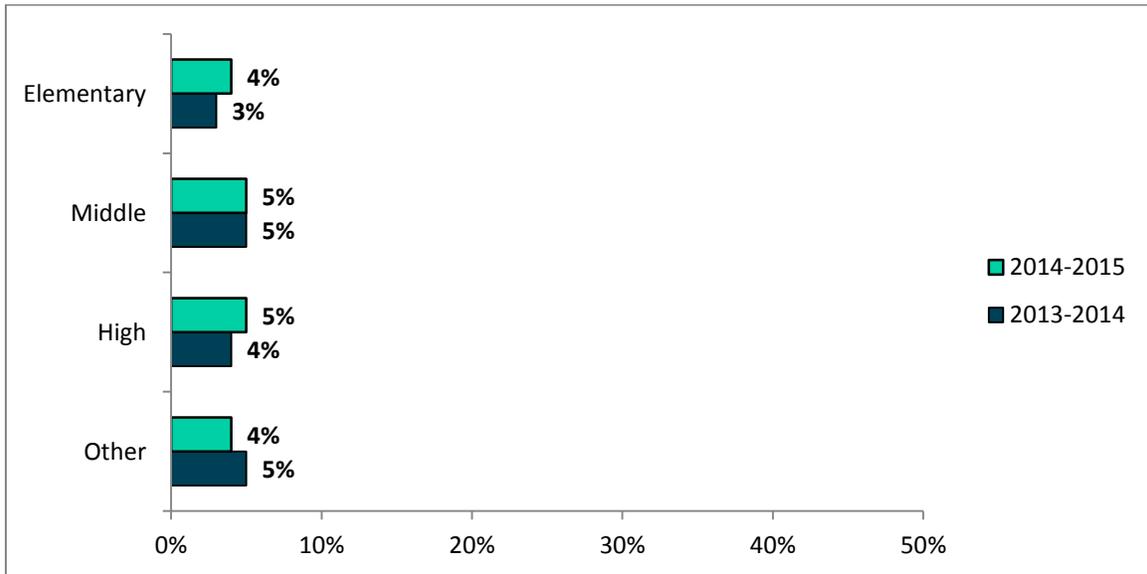
N = 608

Figure 3.7: Percentage of Total Budget Spent on *Periodicals*



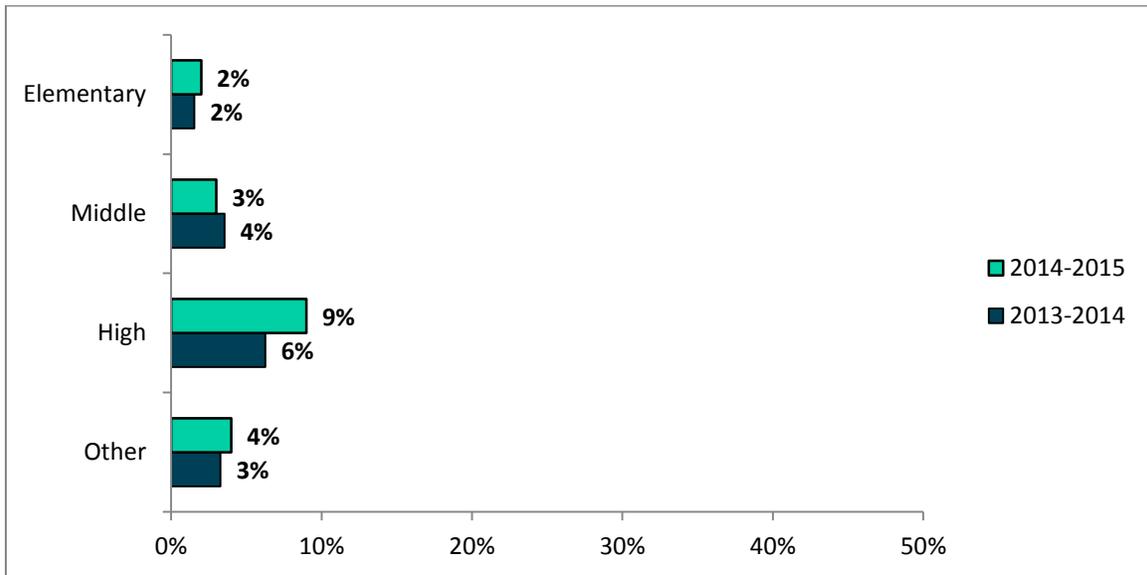
N = 587

Figure 3.8: Percentage of Total Budget Spent on *Computer Software*



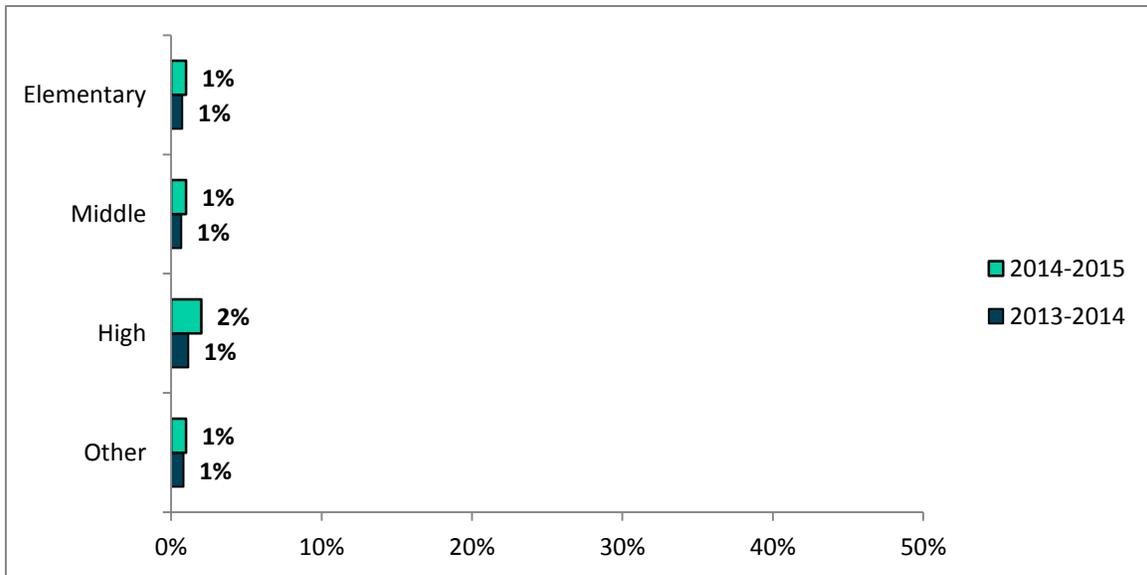
N = 509

Figure 3.9: Percentage of Total Budget Spent on *Electronic Database/Resource Subscriptions*



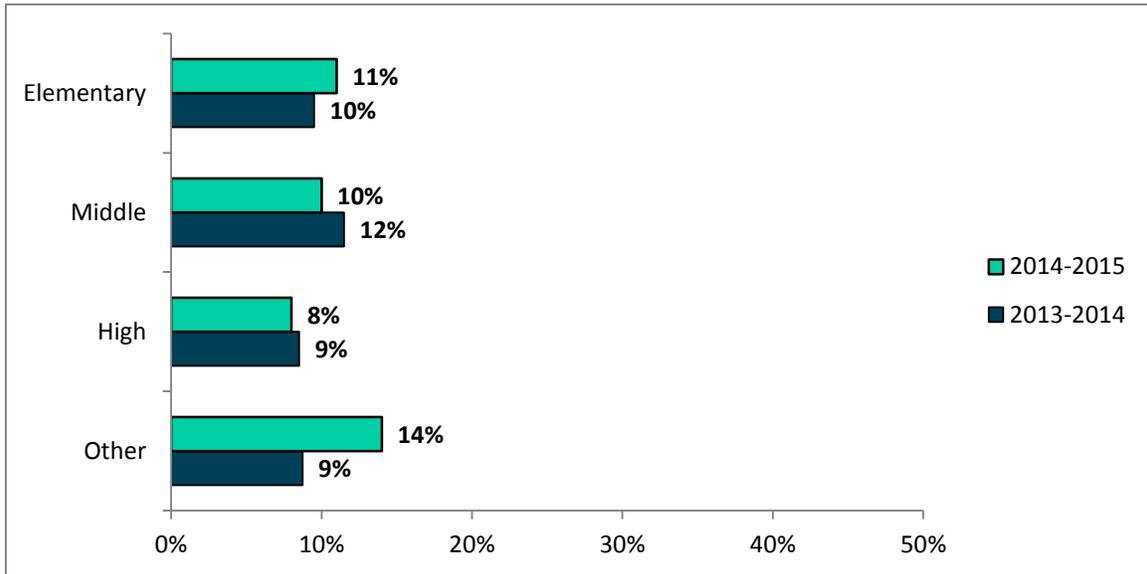
N = 524

Figure 3.10: Percentage of Total Budget Spent on *Non-Print Media*



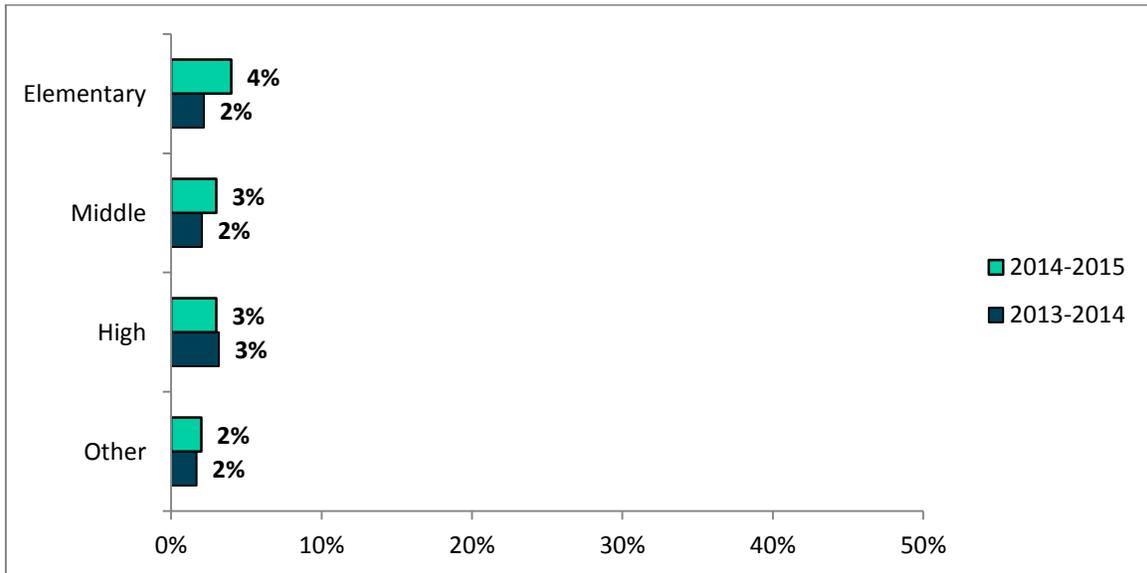
N = 516

Figure 3.11: Percentage of Total Budget Spent on *Library Supplies*



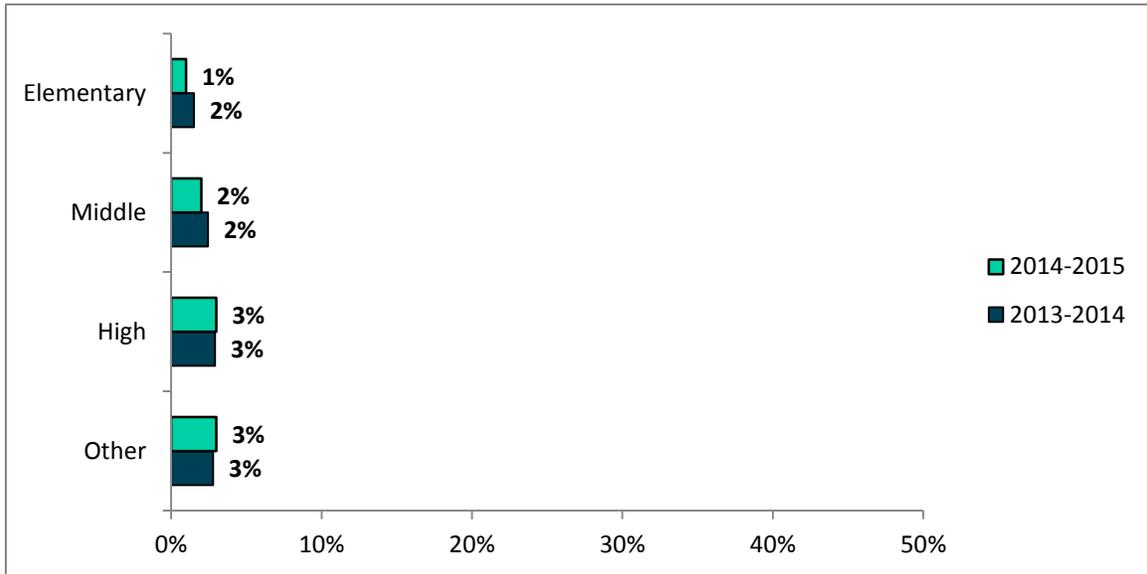
N = 607

Figure 3.12: Percentage of Total Budget Spent on *AV Supplies*



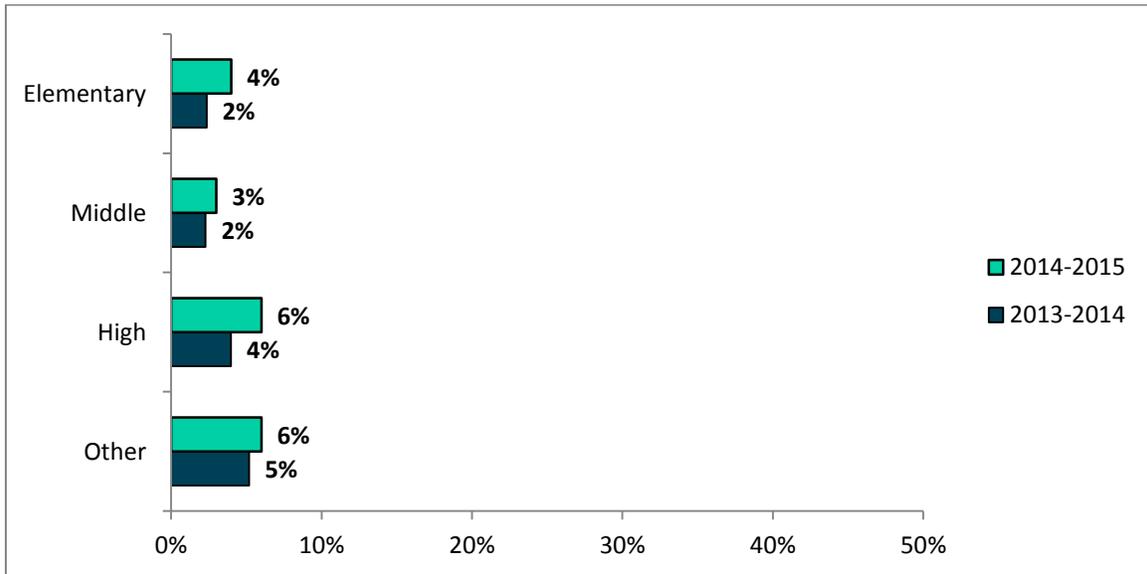
N = 507

Figure 3.13: Percentage of Total Budget Spent on *Equipment*



N = 483

Figure 3.14: Percentage of Total Budget Spent on *Other Expenditures*



N = 466

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