

SCHOOL LIBRARIES COUNT!

SUPPLEMENTAL REPORT ON ENGLISH LANGUAGE LEARNERS



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.

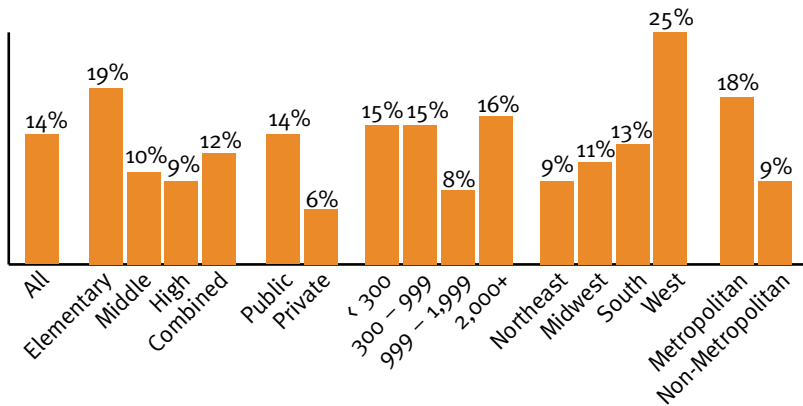
2009 marked the third year of AASL's "School Libraries Count!" survey, with 5,824 respondents. The results represent a + 1.3 percentage points at the 95% confidence level.

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%)

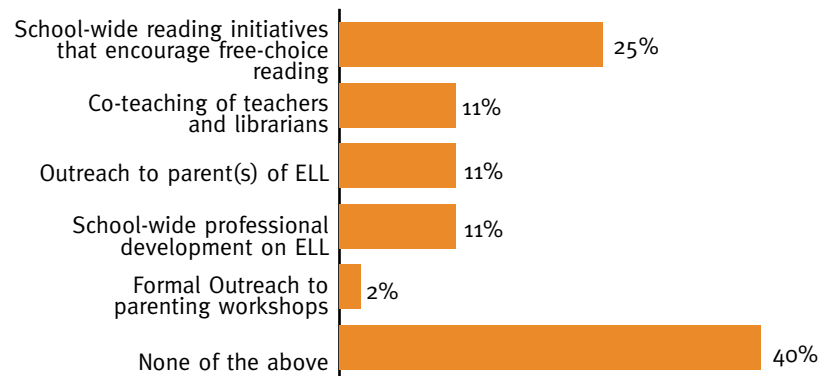
PERCENT OF STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS (ELL)
PERCENT OF SCHOOLS WITH 25% OR MORE ELL



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.

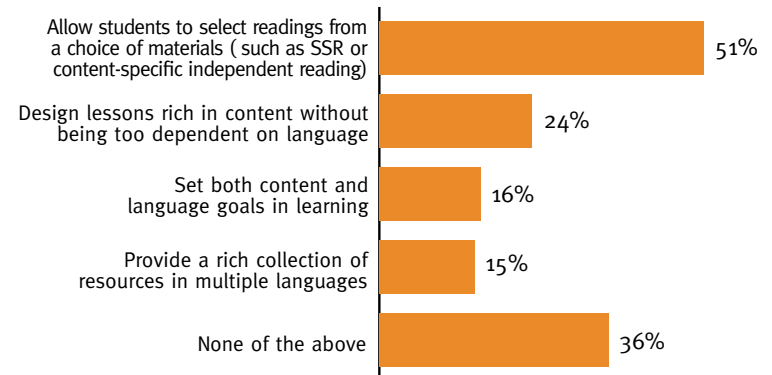
PERCEIVED MOST EFFECTIVE INITIATIVES FOR ELL



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



PERCENTAGE OF NON-ENGLISH PUBLICATIONS IN THE COLLECTION

