Library/Media Centers in U.S. Public Schools: Growth, Staffing, and Resources

Full Report

Kathy D. Tuck, Ph.D.
Dwight R. Holmes, Ph.D.

National Education Association
Center for Great Public Schools
Andy Coons, Senior Director

Research Department
Stacey Pelika, Ph.D., Director

Library/Media Centers in U.S. Public Schools: Growth, Staffing, and Resources

Full report prepared for New Business Item: 89 adopted at the 2015 NEA RA

Kathy D. Tuck, Ph.D.
Dwight R. Holmes, Ph.D.

National Education Association
Center for Great Public Schools
Andy Coons, Senior Director

Research Department
Stacey Pelika, Ph.D., Director

NATIONAL EDUCATION ASSOCIATION
nea.org
Great Public Schools for Every Student

The National Education Association is the nation's largest professional employee organization, representing more than 3 million primary and secondary teachers, higher education faculty, education support professionals, school administrators, retired educators, and students preparing to become teachers.

Reproduction: No part of this publication may be reproduced in any form without permission from NEA Research, except by NEA-affiliated associations and NEA members. Any reproduction of this material must contain an appropriate credit line and copyright notice. Address communications to Editor, NEA Center for Great Public Schools, 1201 16th Street, NW, Washington, DC 20036-3290.

Copyright © 2016 by the National Education Association
All Rights Reserved

The National Education Association (NEA) has a long history of involvement in supporting library/media centers in U.S. public schools. Last year, NEA's highest governing body asked that the Association examine the extent to which students have access to library/media centers with qualified staff and up-to-date resources. In response, NEA conducted a research study to identify trends in library openings and closings as well as staffing patterns for librarians/media specialists and support staff across all 50 states and the District of Columbia. The study also examined student access to staff and resources by school characteristics including grade/school level, poverty level, and ethnic minority status as well as the type of community in which a school is located.

Studies have shown a direct, positive correlation between student access to library/media centers and student achievement. We believe these findings should inform and advance the ongoing efforts of state- and district-level education policy makers to fully support library/media centers in public schools throughout the United States. An appropriately staffed and fully resourced library/media center is crucial to the development of 21st-century skill sets in today's student population.

We are pleased with the study's finding of growth in the overall number of public school library/media centers over the past decade, and we praise recent increases in staffing after years of decline. However, we are disappointed in the gaps still found in library staffing and resources which have long existed between the poorest and the wealthiest public schools. Also, we are deeply concerned by the disparities found in the staffing of school library/media centers based on the number of ethnic-minority students enrolled in the schools. These findings underscore the ongoing need to monitor school resources and continue the push for equity and opportunities for ALL students in our nation's public schools.

Lily Eskelsen García
President

John Stocks
Executive Director

Contents

List of Tables

List of Figures

Appendix A

Appendix B

Executive Summary

This study analyzes data collected between 2000 and 2013 from the annual National Center for Education Statistics (NCES) Common Core of Data (CCD) Local Education Agency (School District) Universe Survey; the NCES Schools and Staffing Survey (SASS); and the U.S. Census Bureau Small Area Income and Poverty Estimates Survey (SAIPE). The findings presented in this study show substantial differences in student access to public school library/media centers, to librarians/media specialists, and to up-to-date library/media resources. Differences are shown across the 50 United States and the District of Columbia, and are based on school/grade level, on school poverty level, on ethnic minority status, and on the type of community in which a school is located (*i.e.,* inner city, suburban, small town, or rural).

Growth Trends in Library/Media Centers

Nearly all U.S. public schools have a library/media center, but over the past decade the number has changed with the economy. Since 2007 there has been a national decline in the number of public school library/media centers, and stark differences have continued to emerge among the states in the number of school library/media centers that have opened and closed. Notable changes during this period have resulted in substantially more elementary and middle schools with library/media centers than high schools, and there are fewer library/media centers operating in high-poverty schools than in wealthier schools. Based on the community location, only schools in the inner cities had a decline in the number of library/media centers since 2007.

- Ninety percent (90.1%) of U.S. public schools have a library/media center and, compared to a decade ago (2003–04), the overall percentage of schools with library/media centers has increased slightly (+1.4 percentage points). However, when one looks only at trends since 2007 the percentage of schools with library/media centers has dropped slightly (-0.07 percentage points). There are still 8,830 public schools without library/media center resources.
- All 50 states and the District of Columbia report that at least three-fourths of their public schools have library/media centers, with the largest percentages of schools with library/media centers found in Oklahoma and Maryland (99.3% and 98.5%, respectively). Since 2007, eight states experienced a decline of more than 5 points in the percentage of schools with library/media centers, with the largest declines reported in Alaska and Massachusetts (-15.1 percentage points and -13.3 percentage points, respectively). Eight states increased in percentages of schools with library/

media centers by 5 points or more, with the largest increases reported in South Dakota, Maryland, and Utah (+10.3 percentage points, +8.3 percentage points, and +7.8 percentage points, respectively).

- Fewer high schools have library/media centers (83.7%) than elementary and middle schools (94.2% and 95.7%, respectively), but combined-grade schools (*e.g.,* special education and alternative schools) are less likely to have a library/media center (67.6%) than any other category of schools. In 2007, a 12 percentage point gap between elementary and secondary schools began to narrow as secondary schools started to gain library/media centers and elementary schools continued to lose them. A gain of 6.8 percentage points in secondary school libraries has narrowed that gap to 5.4 percentage points.
- Since 2007, student poverty levels (based on percentages of students eligible for free or reduced-price lunch—FRPL) have had little impact on school library/media center openings and closings. Substantially fewer schools (85.0%) with the highest level of student poverty (*i.e.,* 75% or more students in poverty) have library/media centers compared to schools at other income levels (95.2% of schools with 0–34% students in poverty, 95.8% of schools with 35–50% students in poverty, and 92.6% of schools with 50–74% students in poverty).
- Fewer inner city schools have library/media centers (85.5%) and, since 2007, slight increases in the percentage of library/media centers have been reported in schools across all community locations *except* inner cities, where there has been a 5 percentage point loss. Small town, rural, and suburban schools have all increased in percentages of school library/media centers (+2.2 percentage points, +2.1 percentage points, and +0.61 percentage points, respectively).

Staffing Trends in Library/Media Centers

Over the past decade, the *numbers* of librarians/media specialists and support staff (*i.e.,* aides and clerical staff) have risen and fallen, but the *ratios* of librarians/media specialists and support staff both per school and per student have generally fallen because of increases in the student population. Since 2007, library/media center staffing ratios have been in continuous decline; they fell especially sharply after federal American Recovery and Reinvestment Act (ARRA) funds were depleted in 2011. Staffing in charter school library/media centers has been somewhat more stable than in traditional schools, but the overall staffing tend is still downward in this sector.

- Nationally, the total number of public school librarians/media specialists (full- and part-time) has increased by 8.8 percent since 2007, but changes in the number across the 50 states and the District of Columbia have varied widely. Twenty-one states surpassed the national average increase of 8 percent, with 7 states gaining at least 20 percent more librarians/media specialists since 2007. Fifteen states have had a net loss of librarians/media specialists since 2007, with Hawaii reporting as much as a 30 percent loss of librarians/media specialists.
- There was a modest increase in the number of library/media centers that have at least one full-time state-certified librarian/media specialist, increasing the percentage to 66.4. In addition, 12.6 percent of library/media centers do not have a full-time librarian/media specialist but do have at least one part-time librarian/media specialist.

- The ratio of librarians/media specialists per school has fallen to its lowest level in a decade (0.44, or one librarian/media specialist for every 2.28 schools) and the ratio of librarians/media specialists per 100 students is also at its lowest level in a decade (0.09 per 100 students, or 1 librarian/media specialist for every 1,129 students).
- The same ratio for charter schools has fallen since 2007, but at a faster rate than for traditional schools. The librarian/media specialist-per-student ratio in charter schools is substantially smaller than it is in traditional schools, with one charter librarian/media specialist for every 4,397 charter students. This is a 33 percent drop from the 2000 ratio for charter schools, compared to an 18 percent drop for traditional schools.
- Nationally, the ratio of library/media center support staff and volunteers to librarians/media specialists is nearly 4 to 1. The average ratio across the states varies widely, from a high of 6 to 1 in Massachusetts to a low of 1.2 to 1 in South Dakota. The largest ratios of support staff and volunteers to librarians/media specialists are reported in elementary schools (4.23 to 1), low-poverty schools (4.84 to 1), and suburban schools (4.67 to 1).

By Grade/School Level

Secondary schools and combined-grade schools showed substantial changes in library/media center staffing over the past decade, while elementary schools continue to have the most full- and part-time librarians/media specialists. However, the number of public school library/media centers with at least one full-time librarian/media specialist is greater in secondary schools.

- There are one-and-a-half times more librarians/media specialists in elementary schools than there are in secondary schools but, since 2007, elementary schools have lost full-time and part-time library/media center specialists (-12.0%) while both secondary schools and combined-grade schools have had substantial increases (+56.5% and +41.4%, respectively).
- The number of library/media centers with at least one full-time state-certified librarian/media center specialist is substantially lower in elementary schools than in secondary schools (61.9% versus 75.3%), but the lowest percentage of library/media centers with full-time librarians/media specialists is in combined-grade schools (56.8%). However, combined-grade schools had the largest increase in full-time librarians/media specialists since 2007 (10.7%).
- There are more library/media centers in elementary and combined-grade schools that have no full-time librarians/media specialists but that have at least one part-time librarian/media specialist (14.6% and 11.1%, respectively) than there are in secondary schools (9.6%).

By Student Poverty and Community Location

Over the past decade, library/media centers in the poorest schools have shown the largest increase in total number of librarians/media specialists (full- and part-time), and the poorest schools have shown the largest increase in the number of library/media centers with at least one full-time state-certified librarian/media specialist. However, proportionally they still fall short of other school library/media centers in their ratio of librarians/

media specialists to students. Small towns are the only community locations to show an overall loss of librarians/media specialists, but small town and rural schools increased in the percentage of library/media centers that have at least one full-time state-certified librarian/media specialist.

- Since 2007, library/media centers in the wealthiest schools (0–34% students in poverty) lost 12.8 percent of their librarians/media specialists, while library/media centers in schools at all other income levels gained librarians/media specialists—more librarians/media specialists were gained as the school poverty levels increased (gains from +10.5% to +40.8%). Library/media centers in small town schools lost 5.9 percent of the total number of librarians/media specialists they had in 2007, while library/media centers in all other communities had net gains (+5.5% in suburban schools, +12.4% in inner city schools, and +14.1% in rural schools).
- More library/media centers (70.0% to 70.8%) with at least one full-time state-certified librarian/media specialist are found in schools with moderate levels of student poverty while schools with the highest and lowest poverty levels (defined as having more than 75% of students in poverty or less than 34% of students in poverty) have fewer (62.3% and 65.5%, respectively). However, since 2007 the percentage of library/media centers with at least one full-time state-certified librarian/media specialist has increased (gains of up to +7.6 percentage points) as school poverty levels have increased. The percentage of rural and small town schools with at least one full-time state-certified librarian/media specialist also increased by more than 5 points, making schools across all communities more equalized (from 64.9% in inner city schools to 69.2% in suburban schools).

District Level Staffing Ratios by Student Poverty and Ethnic Minority Status

There are sharp differences in the numbers of librarians/media specialists working in public school library/media centers based on the ratio measured—whether librarians/media specialists per school or librarians/media specialists per student—but both ratios show clear disparities in staffing, with adverse outcomes for high-poverty schools and particularly for high ethnic minority status schools. Staffing ratios are also found to vary by school/grade level, and the effects of poverty and ethnic minority status are exemplified in the all-elementary and all-secondary school districts that include a sizable number of large urban and rural schools. See the Methodology section in the Full Report on page 15 for information about Units of Analysis included in these findings.

Historically, all-elementary districts have had fewer librarians/media specialists per school in comparison to all-secondary districts. However, in comparing the number of librarians/media specialists per student, their ratios have been more equivalent; sharp declines have recently occurred at both school levels, particularly in the all-elementary districts, and the gap has narrowed considerably. Library/media center staffing levels in unified districts (preK–12) have also declined somewhat over the decade, but these levels have been more stable than have trends in all-elementary and all-secondary districts. Library/media centers in all-elementary and all-secondary districts, comprised of in large part inner city and rural schools, have substantially lower staffing ratios than library/media centers in unified districts.

- Consistently throughout the past decade, all-elementary school districts have had lower ratios of librarians/media specialists per school than have all-secondary and unified (preK–12) districts. Losses have been much more dramatic in all-secondary school districts as these districts are currently near half the staffing levels they reported at the start of the decade (0.35 librarians/media specialists per school). Drops in all-elementary districts have placed them back down near their same staffing levels as a decade ago (0.20 librarians per school).
- Ratios of librarians/media specialists per school in unified districts have dropped by nearly one-quarter (down to 0.47 librarians/media specialists per school), but have been much more stable in their staffing of librarians/media specialists per school than have all-elementary and all-secondary districts.
- The ratio of librarians/media specialists per student reveals a different picture. The staffing per student ratios in both all-elementary and all-secondary districts have declined more sharply in comparison to unified districts, and the gap between all-elementary and all-secondary districts has been narrowed considerably (to 0.04 and 0.05, respectively, librarians/media specialists per 100 students). Unified districts dropped by one-quarter in their ratio of librarians/media specialists per student over the decade, but they still have a ratio nearly twice that of all-elementary and all-secondary districts (0.09 librarians/media specialists per 100 students).

Poverty and Race/Ethnicity Effects

In All-Elementary Districts: Regardless of poverty level, the all-elementary districts with the highest ethnic minority status (25–100% ethnic minority students) have fewer librarians/media specialists per student than low ethnic minority status districts (0–6% ethnic minority students). In districts with low ethnic minority status, the wealthiest schools have multiple times more librarians/media specialists per school than the poorest schools in districts with high ethnic minority status.

- Library/media center staffing in all-elementary districts varies more with ethnic minority status of schools than with level of poverty of school. Districts with the most ethnic minority (*i.e.,* mostly Black and Hispanic) students, regardless of poverty level (high, medium, or low), have fewer librarians/media specialists per school (from 0.07 for high-poverty districts to 0.21 for low-poverty districts) when compared to districts with the fewest ethnic minority (i.e., mostly White) students (from 0.23 for high-poverty districts to 0.37 for low-poverty districts). Overall, the wealthiest schools in low ethnic minority status districts have 5 times more librarians/media specialists per school than do the poorest schools in high ethnic minority status districts.
- Similar patterns are found when examining the ratio of librarians/media specialists per student. Regardless of their poverty level, schools in low ethnic minority status districts have 3.5 to 5 times more librarians/media specialists per student than do schools in high ethnic minority status districts.

In All-Secondary Districts: The most ethnically diverse all-secondary districts showed the highest ratio of librarians/media specialists per school, and the low ethnic minority status districts showed the highest ratio of librarians/media specialists per student.

Poverty has a stronger effect on library/media center staffing when there are more ethnic minority students present.

- In all-secondary school districts, a similar picture emerges as in all-elementary districts but with some caveats. The library/media center staffing ratio per school in all-secondary districts is highly related to both student poverty and ethnic minority status, but the most ethnically diverse districts have the highest staffing ratios across the different poverty levels (from 0.19 to 0.82 librarians per school) in comparison to staffing ratios in both high ethnic minority status districts (from 0.14 to 0.50 across poverty levels) and staffing ratios in low ethnic minority status districts (from 0.50 to 0.59 across poverty levels). In ethnically diverse districts, the wealthiest schools have more than 5 times the number of librarians/media specialists than the poorest schools in high ethnic minority status districts.
- In comparing librarians/media specialists per student, low ethnic minority status districts, regardless of poverty level, have more librarians/media specialists (0.18 to 0.31 per 100 students) than other all-secondary districts across the board; the poorest schools in the low ethnic minority status districts have 31 times more librarians/media specialists than do the poorest schools in high ethnic minority status districts (0.31 and 0.01 librarians/media specialists per 100 students, respectively).
- In all-secondary districts, poverty has a stronger relationship with library/media center staffing when there are more ethnic minority students—the wealthiest high ethnic minority status districts have 3 to 4 times more library/media center specialists per school than the poorest schools. When there are few ethnic minority students in the district, the distribution of library/media center specialists across different poverty levels is more equitable.

In Unified Districts: Library/media center staffing in unified districts (preK–12) is vastly more equal across poverty and ethnic minority status levels than it is in all-elementary and all-secondary districts. However, the unified districts with fewer ethnic minority students do have slightly more librarians/media specialists per student than districts with higher ethnic minority status levels.

- Comparisons show that staffing ratios per school in unified districts are more equalized and are not as highly associated with school poverty or ethnic minority status levels as those in all-elementary and all-secondary districts. The poorest districts have staffing ratios per school that are more similar to those in the wealthiest districts (0.40 and 0.44, respectively); high ethnic minority status districts have staffing ratios that are just slightly higher than those in low ethnic minority status districts (0.41 and 0.35, respectively).
- Similarly, the ratio of librarians/media specialists per student in unified districts shows little relationship with poverty level, but a slightly inverse relationship is found with ethnic minority status level; unified districts with the lowest ethnic minority level have slightly more librarians/media specialists per student than medium and high ethnic minority status districts (0.14, 0.11, and 0.10, respectively, per 100 students).

Quality of Professional Staffing

The vast majority of librarians/media specialists in public schools have met the qualifications for state certification, and many are also state-certified as classroom teachers or hold a master's degree In a library-related field. However, states vary widely in their numbers of certified library/media center staff, and library/media center staff in secondary schools are more likely than those in elementary schools to have certifications or hold master's degrees. Schools serving the most disadvantaged students—special education schools, alternative schools, and schools with the highest numbers of students in poverty—have the lowest percentages of certified staff and of staff with advanced training.

- Most librarians/media specialists (82.9%) are state-certified and nearly two-thirds (63.0%) are also state-certified as classroom teachers. Slightly more than half of librarians/media specialists (51.8%) also hold a master's degree in a library-related field.
- Thirty-two states surpassed the national average of 82 percent in their proportions of library/media specialists who are state-certified. Hawaii (97.5%) and Tennessee (97.2%) lead with the highest percentages of certified librarians/media specialists; Kentucky and Alabama lead in percentages of library/media center specialists who are also state-certified classroom teachers (89.3% and 88.5%, respectively); and South Carolina and Kentucky report the highest rates of librarians/media specialists who also hold master's degrees (88.9% and 88.2%, respectively).
- Across grade levels, elementary schools have slightly fewer state-certified librarians/media specialists than middle and high schools (81.7%, 67.2%, and 85.4%, respectively), and fewer librarians/media specialists in elementary schools have teaching certifications in comparison to middle and senior high school specialists (60.3%, 67.9%, and 68.5%, respectively). Librarians/media specialists in elementary schools are also substantially less likely to have master's degrees in comparison to those in middle and high schools (48.5%, 58.2%, and 60.2%, respectively). The largest differences in qualifications are found in comparisons between traditional schools and combined-grade schools, which have up to 13.3 percentage points fewer state-certified librarians/media specialists, up to 12.2 percentage points fewer librarians/media specialists certified as teachers, and up to 22 percentage points fewer librarians/media specialists with master's degrees than traditional schools.
- More moderate-income schools (85.5% to 87.6%) have state-certified librarians/media specialists than do either the wealthiest or the poorest schools (80.4% and 80.2%, respectively). Also, the number of librarians/media specialists who are certified as both librarians and as teachers increases as poverty level increases, until reaching the highest poverty level (75% or more students in poverty) when a substantial drop occurs. A somewhat similar pattern is also noted for librarians/media specialists with master's degrees.
- Library/media center staff in schools across all community locations have similar levels of library and teacher certification, but slightly more librarians/media specialists in suburban schools have master's degrees in a library-related field (56.2%).

Availability of Resources in Library/Media Centers

Automation: Most library/media centers in public schools have been modernized to include automated circulation and catalog systems, but few have been upgraded to ensure that systems are accessible by staff and students with disabilities.

- Nearly all (90.3%) library/media centers in public schools have automated circulation systems, and the vast majority (88.3%) also have automated catalogs for staff and student use.
- Fewer than a dozen states report that less than 80 percent of their library/media centers are automated, but library/media centers in the poorest schools and in combined-grade schools are less likely to have automated systems compared to those in other schools. Few differences are noted between the automation of library/media centers based on school location.
- Less than one-third (31.0%) of library/media centers have technology to assist staff and students with disabilities, but Georgia, North Carolina, and Virginia lead the way with the highest percentage of library/media centers having such capacity (42.8%, 40.7%, and 40.5%, respectively).

Book Titles and Audio/Video Holdings: The average number of book titles held by public school library/media centers has increased during the past decade, but the size of the collection is smaller in higher grades. Combined-grade schools showed the largest increase in book titles since 2007, and only secondary schools showed a net decline in book titles. The increase in book titles in inner city schools was substantially smaller than in other communities, and the ratio of book titles per student was smaller in both inner city and suburban school library/media centers than it was in other communities.

- The average number of book titles in public school library/media centers is 21.8 books per student, which is a 9 percent increase over the number of 2007 titles. All but 16 states report their public school library/media centers have 20 or more book titles per student, on average, and Alaska reports the most book titles at 50.7 per student while Hawaii reports the fewest at 15.1 per student.
- Library/media centers in elementary schools and combined-grade schools hold substantially more book titles (27.5 and 25.3 per student, respectively) than library/media centers in secondary schools (16.8 per student), and combined-grade schools also have, on average, more audio/video holdings per student (1.18) than other school library/media centers.
- The poorest schools showed the smallest increase in book titles since 2007, but the ratio of book titles per student is similar across all levels of school poverty (from 21.2 books per student in the lowest-poverty schools to 22.6 books per student in schools with 50–74% of students in poverty).
- Library/media centers in small town and rural schools have substantially more book titles per student (24.9 and 24.7, respectively) than do library/media centers in inner city and suburban schools (19.7 and 20.1, respectively). Since 2007, inner city school library/media centers showed an increase in book titles that is one-third the size of increases in other types of communities.

Portable Technologies: Most public school library/media centers provide staff and students with access to a broad range of media resources and other portable technologies (*e.g.,* video recorders/players and laptops) for use in school and at home. However, fewer than half of school library/media centers provide students with access to laptops outside school, and even fewer of the poorest school library/media centers provide such access. The poorest schools are, however, similar to other schools in providing laptops to staff.

- The majority (83.2%) of public school library/media centers have portable media technologies, such as video recorders/players, for staff and student use, and middle school library/media centers have slightly more (90.0%) video technology resources than other schools. Substantially fewer inner city schools (78.3%), low-income level schools (79.0%), and combined-grade schools (77.1%) have video technology resources for students.
- Fewer than half (40.2%) of public school library/media centers have laptops for student use outside the library/media center, and just over half (54.3%) have laptops for staff use outside the library/media center. Twenty-nine states report that at least half of their library/media centers have laptops for staff use outside the library/media center compared to other schools (41.0% to 42.1%), but only 12 states report that at least half of their library/media centers have laptops for students to check out.
- Middle school library/media centers have slightly more laptops for student (46.1%) and staff (60.4%) use outside the library/media center than other school/grade levels. The poorest schools have moderately fewer (36.2%) library/media centers with laptops for student use outside the library/media center compared to weathier schools (41.0% to 42.1%). However, they are similar to wealthier schools in their laptops for staff use outside (55.4%).
- Fewer library/media centers in small town and inner city schools provide laptops for students (36.8% and 37.4%, respectively) compared to library/media centers in rural and suburban schools (40.8% and 43.6%, respectively). Small town schools library/media centers also provide fewer laptops for staff (49.2%) in comparison to other schools (54.3% to 55.4%).

Computers and Internet: Most public school library/media centers provide staff and students with computers, but the number of computers available increases with grade level and decreases substantially with student poverty level. Nearly all computer workstations in public school library/media centers are connected to the internet, but connectivity decreases with grade level while it increases slightly with student poverty level.

- Nearly all (96.6%) public school library/media centers have computer workstations for staff and student use, and there are only four states that fall below the 90 percent threshold: Alaska (79.7%), South Dakota (84.7%), Maine (85.4%), and Arizona (89.1%). Fewer library/media centers in combined-grade schools (89.6%) have computers compared to those in traditional grade schools (96.5% to 98.9%).
- The average number of computers per school in library/media centers is 18; that average increases substantially with grade level (from 12 in elementary schools to 33 in high schools). As school poverty level increases from the lowest level (less

than 34% of students in poverty) to the highest level (more than 75% of students in poverty) the average number of computers drops substantially (from 22 to 14).
- On average, suburban school library/media centers have more computer workstations (21) than do schools in inner city, town, and rural communities (17 to 18), but suburban schools have slightly fewer computers connected to the internet (93.2%) in comparison to schools in the other communities (95.2% to 97.6%).
- Nearly all (95.3%) computer workstations in public school library/media centers have access to the internet, and 12 states report 99–100 percent connectivity. The percentage of computers connected to the internet decreases with grade level (from 98.3% in elementary schools to 91.1% in high schools), but there is slightly higher internet connectivity in the highest poverty schools compared with the lowest poverty schools (96.4% and 93.7%, respectively).

Online Databases: Most library/media centers provide access to online databases (*e.g.,* indexes, abstracts, and reference sources such as encyclopedias) for student use in school, but access to online databases outside school differs substantially, with less access provided to students in the poorest schools and in small town and rural schools.

- A majority (86.4%) of library/media centers provide students with access to online licensed databases. Among those library/media centers providing access, nearly all (94.8%) provide students with access from the classroom, and more than three-fourths (78.4%) provide access from students' homes.
- More library/media centers in suburban and inner city schools provide students with access to online databases at home (83.1% and 80.4%, respectively) compared to small town and rural library/media centers (75.6% and 73.9%, respectively). Substantially fewer library/media centers in the poorest schools (70.8%) and combined-grade schools (67.3%) provide home access to students.

Expenditures: Annual spending on all library/media center resources varies widely by state; schools at the lower grade levels spend more than schools at the upper grade levels. However, the poorest schools spend more per student on library/media center resources than do all other schools.

- The average expenditure in library/media centers for all information resources during the 2010–11 school year was $16.00 per student; but states varied widely, from $37.93 per student in Wisconsin to $6.43 per student in Hawaii.
- Library/media center expenditures decline steadily as grade level increases, but combined-grade schools spend up to $4.38 per student more than traditional schools. The poorest schools spend the most of all schools at an average of $19.25 per student, while suburban schools spend the least at $13.68 per student.

Student Use of Library/Media Centers

On average, all students have weekly access to library/media center services and opportunities to check out one or more books. However, students in nearly half of the states regularly fall below the weekly visit threshold, and visits decrease as school/grade level increases. While students in the poorest schools make fewer weekly visits to the library/

media center, they tend to check out more books. Inner city students also make fewer visits to the library/media center than students in other communities.

- The national average for weekly visits to the library/media center is one per week (or 100 visits per 100 students), and students check out an average of 1.1 books per student per week (or 110 books per 100 students). Twenty-eight states meet or exceed the national average of weekly visits; 29 states meet or exceed the national weekly average of books checked out.
- High school students are less likely to visit school library/media centers than are students in elementary and middle schools, and fewer students in combined-grade schools visit the library/media center weekly compared to all other grade levels (80 student visits per 100 students). As grade level increases, the average number of books students check out weekly declines substantially, from 1.7 books weekly per student at the primary level to less than 1 book weekly per student (0.30) at the secondary level.
- Schools at the highest poverty level have a weekly average of 80 visits per 100 students, indicating that at least 20 percent of students at the poorest schools do not visit a school library/media center each week. Students attending the poorest schools do tend to check out slightly more books and other materials from the library/media center (1.1 and 1.2 books weekly per student) compared to students at the wealthiest schools (1.0 book weekly per student).
- Similar to students at the poorest schools, fewer students at inner city schools make weekly visits to the library/media center (80 per 100 students), but unlike the poorest students they check out slightly fewer books (1.0 book per week) in comparison to students at schools in other community locations (1.3 to 1.2 books per week).
- Most (89.0%) schools permit students to use library/media centers independently during regular school hours, and slightly more than half also permit students to use library/media centers independently before and after school (57.1% and 54.0%, respectively). Access before and after school hours, however, varies widely across the states, from 90.6 percent (Hawaii) to 34.7 percent (Rhode Island) before school and from 90.8 percent (Hawaii) to 28.8 percent (West Virginia) after school.
- As grade level increases, school library/media centers are more likely to be available to students for independent use during regular school hours (from 84.0% to 97.0%); similar patterns are found beyond regular school hours (from 42.8% to 84.6% before school, and from 39.0% to 82.9% after school).
- Substantially fewer of the poorest schools (48.7%) allow students to use library/media centers independently, particularly before school, compared to the wealthiest schools (61.3%). However, after school substantially fewer library/media centers in suburban schools (48.4%) provide independent access to students in comparison to schools in rural, inner city, and small town communities (54.6%, 57.0%, and 58.5%, respectively).

Conclusions

The findings of this study show that student access to school library/media centers, to librarians/media specialists, and to up-to-date library/media center resources varies widely across states, districts, school locations, and student characteristics. Moreover,

there is strong evidence that wide disparities in library/media center resources have existed throughout the decade based on poverty level and ethnic minority status. Few gaps in library/media center resources have been reduced between schools, and gaps in the professional staffing of library/media centers are still widely apparent. While the study findings show that the poorest students have the least access to certain resources and particularly to librarians/media specialists, it is clear that ethnic minority status has an even stronger association with student access to library/media center resources than does poverty level.

Introduction

At the request of New Business Item: 89 (NBI: 89) adopted at the 2015 NEA Representative Assembly, this study examines the extent to which students have access to public school library/media centers with qualified staff and up-to-date resources. The study explores trends in library/media center openings and closings as well as staffing patterns for librarians/media specialists and support staff across the 50 states and the District of Columbia. In addition, student access to library/media centers, to staff, and to resources are examined by school characteristics including grade/school level, poverty level, ethnic minority status, and on the type of community in which a school is located (*i.e.,* inner city, suburban, small town, or rural).

The statistical trends found in this study are presented and discussed within the context of other current and past research studies conducted on the accessibility and quality of public school library/media centers and on their impact on students and on student achievement levels. All these findings are discussed further within the context of education policy implications.

NBI: 89 (NEA 2015) specifically requested a study of student access to library/media centers through an examination of:

- library/media center staffing patterns by grade/school level by state;
- the ratio of qualified library/media center staff to students by state;
- the number of and grade/school levels of qualified library/media center staff that have been eliminated in the past 10 years of available data by state;
- the number of and grade/school levels of schools that have closed their library/media centers entirely by state; and
- a breakdown of access to librarians/media specialists and support staff by income and demographic characteristics.

Additionally, NBI: 89 coupled access to library/media centers with *quality of staff* and *availability of resources*, and it specifically requested a study of student access to:

- fully qualified librarians/media specialists; and
- well-resourced library/media centers and learning commons.

Methodology

Data examined in this study were retrieved from the historical data and from the most recently available data collections of three primary sources: the annual National Center for Education Statistics (NCES) Common Core of Data (CCD) Local Education Agency (*i.e.,* school district) Universe Survey 2000–01 through 2012–13; the NCES Schools and Staffing Survey (SASS) 2003–04, 2007–08, and 2011–12; and the U.S. Census Bureau Small Area Income and Poverty Estimates (SAIPE) 2012. Using these data, this study tracks the growth in library/media centers and staff from 2000 through 2013, and examines topics related to quality of staff, modernization and availability of resources, and staff/student access to and use of services.

Library/media center growth, staffing, and resources were examined across all 50 states and the District of Columbia, across four school district types (*i.e.,* unified preK–12, all-charter, all-elementary, and all-secondary) and by demographic characteristics of schools and districts including school/grade level, specifically elementary, secondary, and combined-grade ('combined-grade' refers to schools comprising special education and alternative school); community type (*i.e.,* inner city, suburban, small town, and rural); poverty level (*i.e.,* district poverty level and school poverty level); and ethnic minority status (*i.e.,* percentage of student enrollment that is ethnic-minority). Poverty level and ethnic minority status were determined using the following sources and procedures:

- *Poverty level.* This study employed two separate measures of poverty—district level and school level—from different data sources. District level poverty data, compiled by the U.S. Census Bureau SAIPE collection in 2012, reports the percentage of school-aged children (*i.e.,* ages 5–17) in each district living at or below the poverty index for household income. For purposes of this study, the distribution of the percentages of students living in poverty was used to divide districts into three poverty levels (tertiles) across three school district categories.
  - All-elementary: high poverty (22–100%), medium poverty (12–21%), and low poverty (0–11%).
  - All-secondary: high poverty (18–63%), medium poverty (9–17%), and low poverty (2–8%).
  - Unified: high poverty (23–91%), medium poverty (14–22%), and low poverty (1–13%).

School level poverty data, compiled by the NCES SASS collection in school years 2007–08 and 2011–12, are based on the percentage of students in schools who are eligible

for free or reduced priced lunches (FRPL). Using the distribution of FRPL percentages, NCES categorizes schools into four levels of poverty (quartiles): 0–34%, 35–49%, 50–74%, and 75% or more.

- *Ethnic minority status.* Data on the ethnic minority status of school districts, compiled by the NCES CCD collection of student enrollment data for school year 2012–13, reports the percentage of ethnic-minority students (excluding Asian students) enrolled in a school district (*i.e.,* American Indians, Blacks, Hawaiian/ Pacific Islanders, Hispanics, and Multiethnic). For purposes of this study, the distribution of the percentages of ethnic minority students is used to divide districts into three ethnic minority status levels (tertiles) across three district categories.
  - All-elementary: high ethnic minority status (25–100%), medium ethnic minority status (6–24%), and low ethnic minority status (0–5%).
  - All-secondary: high ethnic minority status (29–100%), medium ethnic minority status (6–28%), and low ethnic minority status (0–5%).
  - Unified: high ethnic minority status (22–100%), medium ethnic minority status (5–21%), and low ethnic-minority status (0–4%).

Units of Analysis

Data used in this study were compiled at the school and district levels, and findings for each level are presented throughout this report.

- *School level.* This study includes data from three national samples of public school library/media centers (school level) compiled at 3-year intervals (2003, 2007, and 2011) through the School Library Media Center Questionnaire from the NCES, SASS collection.
- *District level.* Data included in this study were compiled annually (2000 through 2013) on 4 types of school districts through the NCES, CCD collection: unified districts comprised 82 percent of school districts in this study; all-elementary districts comprised 14 percent of school districts in this study; and all-secondary districts comprised 4 percent of school districts in this study. Inclusion of all-charter districts is limited in this study and, when included, 52 percent of all-secondary districts are all-charter districts; 39 percent of all-elementary districts are all-charter districts; and 6 percent of unified districts are all-charter districts. In comparison to unified districts, the all-elementary and all-secondary districts included in this study are disproportionally located in large cities, (*i.e.,* cities with 250,000 or more residents)—21 to 27 percent of the all-elementary and all-secondary districts are located in large cities compared to the 4 percent of unified districts located in large cities. Additionally, 21 to 37 percent of the all-elementary and all-secondary districts are located in rural communities, compared to the 49 percent of unified districts located in rural communities.

Validation of Staffing Measures

The staffing of school library/media centers is a central issue of this study, and the depth of this study required the examination of multiple data sources. The staff positions included in data compiled by all sources were cross-referenced and definitions examined

carefully to ensure the commonality and compatibility of groups included in these analyses. The staff positions examined in this study include the following:

- *Librarian/media specialists* – Professional staff members and supervisors who are assigned specific duties and school time for professional library and media service activities.
- *Support staff* – Staff members who render other library or media services, such as preparing, caring for, and making available to members of the instructional staff the equipment, films, filmstrips, transparencies tapes and TV programs and similar materials.
- *Volunteers* – Regularly scheduled, unpaid individuals (*e.g.,* parents, students, community members) who assist with library duties and media service activities on a weekly basis.
- *Professional media center staff* – Librarian/media specialists who are or are not state-certified, with full-time and part-time positions in the library/media center; excludes library aides and clerical staff.

The various sources *examined in this study* also provided opportunities to explore several dimensions of the data collected on the staffing of school library/media centers and to examine trends between and within groups that might not typically be explored. In this study, comparative analyses were made on three domains used to measure staffing levels: (1) staffing ratios—staff per school vs. staff per students; (2) staffing totals—all staff counts (fulltime, plus part-time) vs. fulltime equivalent (FTEs) hours only; and (3) proportional vs. non-proportional study of disadvantaged groups. The results confirm the 'validity' of measures used in this study—and in other research studies on gaps and group disparities—can impact results and contribute to mixed research findings and interpretations. This study, in particular, calls attention to methods which enable the systematic over- or under-representation of schools and students in data on public school library/media centers—procedures which ultimately can distort perceptions about disparities in school resources and opportunities.

- *Staffing ratios:* In this study, the sensitive nature of staffing trends are seen when comparing results of different staffing ratios—per school and per student—which are found to either illuminate or mask certain disparities between groups. For example, the ratio of staff per school is more sensitive to variations between schools and ensures all schools are equally represented. The ratio of staff per students is more sensitive to variations within schools and ensures that large schools—including schools with large percentages of poor and minority students—are represented more proportionally.
- *Staffing totals:* Another domain of measurement which can potentially obscure disparities between groups is the aggregation of staffing totals. Full-time and part-time staff counts differ greatly from the distribution of full-time equivalent (FTE) staffing hours or positions across schools and districts. The aggregation of full and part-time staff obscures the finding that increases in library staff over the years—particularly in the poorest schools—may have resulted in more library personnel but not more hours of library staffing.

- *Proportional study of groups:* Since urban school districts—which enroll the poorest and largest concentrations of ethnic-minority students—make up the smallest proportions of traditional, unified school districts (*i.e.,* preK–12) (4% in large cities), characteristics of and trends in urban school districts can be overshadowed in analyses by the largely suburban, small town and rural districts that are more represented. The special All-Elementary and All-Secondary school districts included in this study, which are largely in urban and rural locations (*i.e.,* 21–27% in large cities and 21–37% in rural communities) provide an over-representation of urban districts which can be compared directly (within-group) to their suburban, small town and rural counterparts. The special All-Elementary and All-Secondary school districts can also be compared (between-group) to counterparts in more traditional, unified districts where urban districts are less represented. As shown, these special districts are used to observe whether school districts which have high-poverty and high-ethnic minority status differ substantially on staffing from districts that are wealthier and have low-minority status. These districts are also used to show how disparities between student groups can be obscured under traditional methods of study.

Findings

Growth in Library/Media Centers

Enrollment numbers for public school students have climbed steadily over the past decade, from 47 million to nearly 50 million, and a drop in the number of schools between 2009 and 2012 has completely rebounded (Figure 1). Yet more than a decade of national, state, and district education statistics examined in this report show that growth in the number of public school library/media centers has not kept pace with growth in the numbers of students and schools. The findings of this study also show that the number of professional and support staff working in school library/media centers has been in continuous decline since peaking in 2007, prior to the Great Economic Recession. Another rapid decline was noted in 2011 when American Recovery and Reinvestment Act (ARRA) funds ended.

National Trends

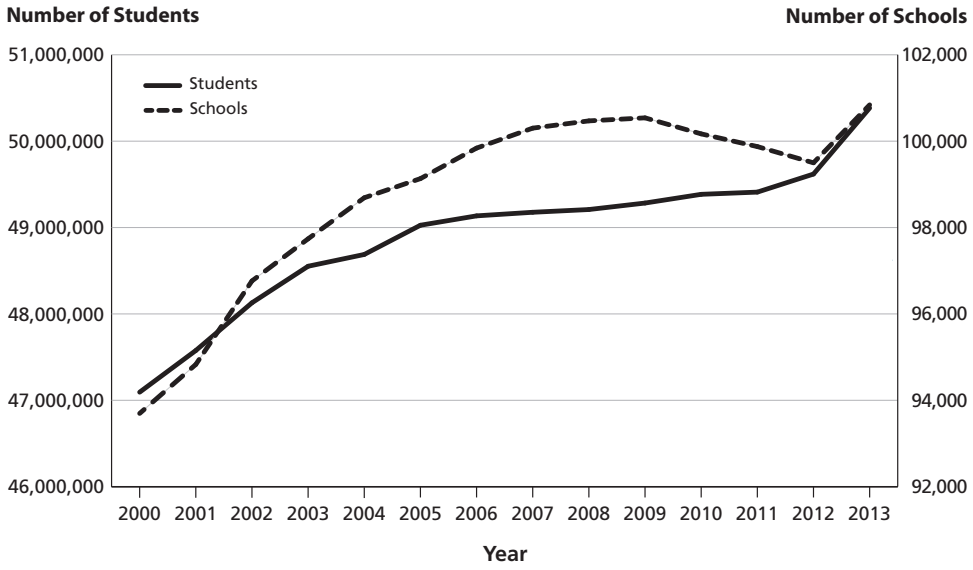
According to the most recent national statistics compiled in 2011–12 on public school library/media centers, the vast majority (90.1%) of public schools have a library/media center and, compared to a decade ago (2003–04), the overall percentage of schools with a library/media center has increased by 1.38 percentage points (Table 1). However, there are still 8,830 public schools without library/media center resources.

State Trends

Among all 50 states and the District of Columbia, 19 states fall short of the national average of having a library/media center in at least 90 percent of their schools (Appendix A1). The largest percentages of schools with library/media centers are found in Oklahoma, Maryland, and Arkansas (99.3%, 98.5%, and 97.8%, respectively). Conversely, those states reporting the fewest percentages of schools with library/media centers are Arizona, Massachusetts, and Alaska, (79.6%, 77.3% and 74.5%, respectively).

Since 2003–04, slightly more than half (54%) of the states have increased in their overall percentage of schools with library/media centers by 2011–12 (Appendix A2). This overall growth trend ended for many states after 2007, with slightly more than half (52%) of the reporting states experiencing declines in public school library/media centers compared to 36 percent of states before 2007. Eight states reported net declines of more than 5 percentage points after 2007, with the largest declines reported in Alaska, Massachusetts, and New York (-15.0% percentage points, -13.2% percentage points, and -10.4% percentage points, respectively). However, eight states reported net increases of 5 percentage points or more after 2007; the largest increases were reported in South

Figure 1. Number of U.S. public school students and number of U.S. public schools, school year (SY) 2000–01 through 2013–14



Source: U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), Local Education Agency (LEA) Universe Survey, SY 2000–01 through 2012–13.

Dakota, Maryland, and Utah (+10.3% percentage points, +8.3% percentage points, +7.8% percentage points, respectively).

By Grade/School Level

Substantially fewer high schools have library/media centers than middle and elementary schools (83.7%, 95.7%, and 94.2%, respectively), but the combined-grade schools (*e.g.,* special education and alternative schools) have fewer library/media centers than all other schools (67.57%) (Table 2).

In 2003 there was a 12 point gap between the percentages of elementary schools and secondary schools with library/media centers (97.7% and 85.6%, respectively), and losses were experienced at both levels until 2007 (-2.03% percentage points and -3.60% percentage points, respectively) (Table 3). However, after 2007 that trend began to reverse for secondary schools while elementary schools continued to show a loss; the number of elementary school library/media centers declined by -1.47 percentage points and the number of secondary school library/media centers increased by +6.81 percentage points. By 2011, the difference between elementary and secondary schools with library/media centers had narrowed to a gap of 5.4 percentage points (94.2% and 88.8%, respectively).

Combined-grade schools show historical gaps in comparison to both elementary and secondary schools. In 2003 the gap between the number of library/media centers in combined-grade schools and elementary schools was 17.1 percentage points, but there was only a gap of 5.1 percentage points with secondary schools (Table 3). However, between 2003 and 2007 a loss of -14.1 percentage points in combined-grade school library/media centers widened the gap with elementary schools even further to 29.2 percentage points; the gap with secondary schools was tripled to 15.6 percentage points.

Table 1. Number of and percentage change over time in U.S. public schools with a library/media center, SY 2003–04 through 2011–12

School Year	Number* of schools	Number* with a library/ media center	Percentage with a library/ media center
2003–04	88,110	78,260	88.81%
2007–08	90,760	81,920	90.26
2011–12	90,010	81,180	90.19
Percentage Change Over Time			
2003–07	+2,647	+3,663	+1.45
2007–11	-750	-740	-0.07
2003–11	+1,897	+2,923	+1.38

Source: U.S. Department of Education, National Center for Education Statistics (NCES), Schools and Staffing Survey (SASS), Public School and Public School Library Media Center Data Files, SY 2003–04; SY 2007–08; SY 2011–12.

* Rounded to tens.

Table 2. Number of U.S. public schools with a library/media center by school characteristic, SY 2011–12

	Total Number* of schools	Number* with a library/ media center	Percentage with a library/ media center
United States	90,010	81,180	90.19%
Percentage of Students in Poverty			
0–34%	27,000	25,700	95.19
35–49%	14,600	14,000	95.89
50–74%	23,000	21,300	92.61
75% or more	22,100	18,800	85.07
Community Type			
Inner City	23,600	20,200	85.59
Suburban	24,300	22,500	92.59
Small Town	12,200	11,000	90.16
Rural	29,900	27,500	91.97
Grade/School Level			
Elementary	50,300	47,400	94.23
Middle	14,000	13,400	95.71
High	18,400	15,400	83.70
Combined-grade‡	7,400	5,000	67.57

Source: NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2011–12.

* Rounded to tens.

‡ Combined-grade schools include special education and alternative schools.

Table 3. Percentage change over time in U.S. public schools with a library/media center by school characteristic, SY 2003–04 through 2011–12

	2003–04 *	2007–08	2011–12	Percentage change 2003–07	Percentage change 2007–11
United States	88.81%	90.26%	90.19%	1.45%	–0.07%
Percentage of Students in Poverty					
0–34%	–	95.7	95.19	–	–0.52
35–49%	–	96.55	95.89	–	–0.66
50–74%	–	92.28	92.61	–	0.33
75% or more	–	85.84	85.07	–	–0.77
Community Type					
Inner City	–	90.12	85.59	–	–4.53
Suburban	–	91.98	92.59	–	0.61
Small Town	–	87.99	90.16	–	2.17
Rural	–	89.87	91.97	–	2.1
Grade/School Level					
Elementary	97.73	95.7	94.23	–2.03	–1.47
Secondary	85.67	82.07	88.88	–3.60	6.81
Combined-grade‡	80.56	66.42	67.57	–14.14	1.15

Source: NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2003–04; SY 2007–08; SY 2011–12.

* SY 2003–04 number of library/media centers in schools data are not reported by student poverty level; SY 2003–04 data by community type were compiled differently than data for subsequent years and are not included here. School level data for SY 2011–12 have been aggregated to match SY 2003–04 and SY 2007–08 data.

‡ Combined-grade schools include special education and alternative schools.

Note: Estimates rounded to tens; details may not sum to totals because of rounding.

Since 2007 the number of combined-grade schools with library/media centers has only increased by 1.15 percentage points.

By Poverty Level and Community Type

See the Methodology section on page 15 for information on how poverty level is determined for schools and districts.

When examining schools by poverty level only slight differences are found in the number of library/media centers opening and closing since 2007 (less than 1 percentage point); most changes have trended towards a loss of library/media centers, except among schools at the second highest poverty level (50–74% Free and Reduced Price Lunch-FRPL) which gained by 0.33 percentage points to reach a total of 92.6 percent of schools with library/media centers (Table 3). However, by 2011 schools at the highest poverty level (75% or more FRPL) continued to have substantially fewer (85.0%) library/media centers than schools at all other levels (95.1% of schools with 0–34% FRPL; 95.8% of schools with 35–49% FRPL; and 92.6% of schools with 50–74% FRPL).

Since 2007 slight increases in the percentage of library/media centers have been reported across all community types except in inner cities. Suburban schools gained library/media centers by less than 1 percentage point (+0.61) and small towns and rural communities made slightly larger gains (+2.17 and +2.10 percentage points, respectively). However, inner city schools lost nearly 5 percentage points during this same time.

Staffing of Library/Media Centers*

The loss of library/media centers in public schools has been compounded further by reductions in staff working in the library/media centers that have remained open, particularly full-time state-certified librarians/media specialists. The numbers of qualified staff in library/media centers at all levels have risen and fallen over the past decade, but declines in recent years have been steady. Over a decade of statistics on public school library/media centers show that the number of librarians/media specialists and support staff in library/media centers have trended with the economy (Figure 2). After declining steadily since the 2007 recession, and particularly after ARRA in 2011, the trend only began to improve most recently in 2013 after losing 13 percent of the full-time librarians/media specialists and 10 percent of the support staff that were working in 2007–08.

National Trends

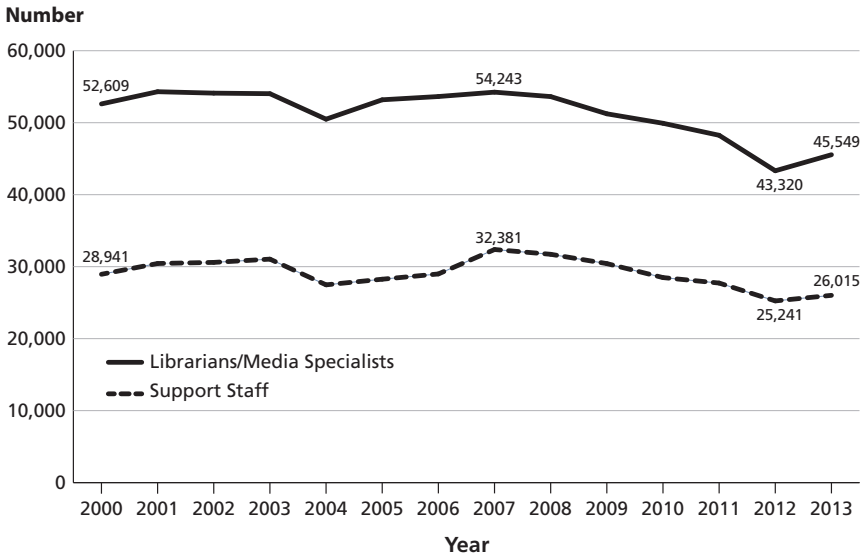
Since 2007 the total number of specialists (full-time and part-time) in school library/media centers increased by 8.2 percent across the United States (Table 4). Also, there was a modest increase by 4.2 points in the percentage of school library/media centers that have at least one full-time librarian/media specialist, increasing the percentage to 66.4 percent (Table 5). The number of library/media centers with no full-time but with at least one part-time librarian/media specialist has remained fairly low and stable since 2007, but did increase slightly by 1.8 percentage points, climbing up to 12.6 percent.

To better gauge the adequacy of staffing, the growth in number of librarians/media specialists was examined in relation to the growth in number of schools and students. The ratios of librarians/media specialists *per school* and of librarians/media specialists *per student* were explored across several dimensions of school characteristics. The findings show that the number of full-time librarians/media specialists per school peaked at its highest level in 2001 at an average of one-half (0.57) librarian/media specialist per school, or one librarian/media specialist assigned to two schools (Figure 3). By 2012 the average number of full-time librarians/media specialists per school had fallen even further to 0.44 librarians/media specialists per school (or one librarian/media specialist assigned to 2.28 schools). The ratio of full-time librarians/media specialists per student is also at the lowest level in a decade and, since 2000, that ratio fell to 0.09 librarians/media specialists per 100 students (or 1,129 students for every one librarian/media specialist).

The ratio of full-time charter school librarians/media specialists per student has not varied much over the past decade (from 0.03 to 0.02), and charter schools have regained some of the losses experiences in the earlier part of the decade (Figure 4). Notably, staffing in all-charter districts began increasing after 2007–08 while in traditional schools staffing started to decline. Although the ratio for charter students has since

* Staffing of library/media centers includes librarians and media specialists (*i.e.,* state-certified) and non-certified support staff (*i.e.,* aides and clerical) and volunteers.

Figure 2. Number of librarians/media specialists and support staff in U.S. public schools, SY 2000–01 through 2013–14



Source: NCES, CCD, LEA Universe Survey, SY 2000–01 through 2012–13.

fallen, it has not fallen at the same rate as for traditional schools. By 2012 the staffing ratio in all-charter school districts was 0.02 librarians/media specialists per 100 students (or 4,400 students for every one librarian/media specialist).

By State

Since 2007 changes in the total numbers of librarians/media specialists (full-time and part-time) across the 50 states and the District of Columbia have varied widely (Appendix A3). Twenty-one states surpassed the national average increase of 8 percent, with seven states gaining at least 20 percent more librarians/media specialists since 2007, including California, New Mexico, and Illinois experiencing the largest gains (47.9%, 44.2%, and 32.1%, respectively). Fifteen states lost librarians/media specialists, with losses ranging from 1.02 percent in Nebraska to 30 percent in Hawaii. Overall however, 25 states neither lost nor gained more than 10 percent of their total professional librarians.

The percentage of library/media centers with at least one full-time state-certified librarian/media specialist varies from 25.2 percent in California to 97.6 percent in Tennessee, with 26 states exceeding the national average of 66.4 percent (Appendix A4). In addition to California, only two other states have full-time librarians/media specialists in one-third or fewer of their school library/media centers: Oregon (33.2%) and Alaska (29.7%). Since 2007 the number of library/media centers with a full-time librarian/media specialist has increased by a margin of 23.7 percentage points in North Dakota and declined by 14 percentage points in Hawaii. Overall, 13 states decreased in the percentage of library/media centers with full-time librarians/media specialists and 10 states increased by at least 10 percentage points.

Table 4. Number of full- and part-time librarians/media specialists in U.S. public schools by school characteristic, SY 2007–08 and 2011–12

	2007–08	2011–12	Percentage change 2007–11
United States	81,790	88,520	+8.2
Percentage of Students in Poverty			
0–34%	33,750	29,430	–12.8
35–49%	14,190	15,680	+10.5
50–74%	18,490	22,260	+20.4
75% or more	14,180	19,970	+40.8
Community Type			
Inner City	19,640	22,080	+12.4
Suburban	23,580	24,870	+5.5
Small Town	12,520	11,780	–5.9
Rural	26,050	29,790	+14.4
Grade/School Level			
Elementary	56,790	50,000	–12.0
Secondary	21,000	32,870 *	+56.5
Combined-grade‡	3,990	5,640	+41.4

Source: NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2007–08; SY 2011–12.
* Middle and high averaged for comparison with SY 2007–08 secondary data (14,630 + 18,240)/2.
‡ Combined-grade schools include special education and alternative schools.

By Grade/School Level

There are one-and-a-half times more librarians/media specialists at the elementary school level than at the secondary level but, since 2007, elementary schools have lost both full- and part-time librarians/media specialists (-12.0 percentage points) while secondary schools and combined-grade schools have had substantial increases (+56.5 and +41.4 percentage points, respectively) (Table 4). The number of library/media centers with at least one full-time state-certified librarian/media specialist is substantially lower in elementary schools than in secondary schools (61.9% and 75.3%, respectively), but combined-grade schools have the fewest with just over half (56.8%) despite having the largest increase since 2007 (10.7%). (Table 5). Elementary and combined-grade schools have the largest percentages of library/media centers with no full-time librarian/media specialist but with at least one half-time librarian/media specialist (14.6% and 11.1%, respectively), compared to secondary schools (9.6%).

Although comparisons between elementary and secondary schools provide insight to the developmental impact of library/media centers on student populations, the all-elementary and all-secondary districts examined separately in this study permitted further insights into schools with higher proportions of poor and ethnic minority

Table 5. Percentage of library/media centers in U.S. public schools with at least one full-time or one part-time, state-certified librarian/media specialist by school characteristic, SY 2007–08 and 2011–12

	At least one full-time			No full-time, at least one part-time		
	2007–08	2011–12	Percentage change 2007–11	2007–08	2011–12	Percentage change 2007–11
United States	62.2%	66.4%	4.2	10.8%	12.6%	1.8
Percentage of Students in Poverty						
0-34%	65.3	65.5	0.2	10.7	14.6	3.9
35-49%	63.6	70.0	6.4	13.2	13.4	0.2
50-74%	64.0	70.8	6.8	10.0	10.8	0.8
75% or more	54.7	62.3	7.6	9.8	11.5	1.7
Community Type						
Inner City	61.0	64.9	3.9	9.2	11.1	1.9
Suburban	67.9	69.2	1.3	7.1	11.6	4.5
Small Town	61.1	66.2	5.1	13.2	13.7	0.5
Rural	58.3	65.4	7.1	14.2	14.1	–0.1
Grade/School Level						
Elementary	59.4	61.9	2.5	11.3	14.6	3.3
Secondary	75.5	75.3 *	–0.2	7.7	9.6 **	2.0
Combined-grade‡	46.1	56.8	10.7	16.1	11.1	–5.0

Source: NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2007–08; SY 2011–12.

* Middle and high averaged for comparison with SY 2007–08 secondary data (21,710 F-T librarians/28,800 schools with library/media centers).

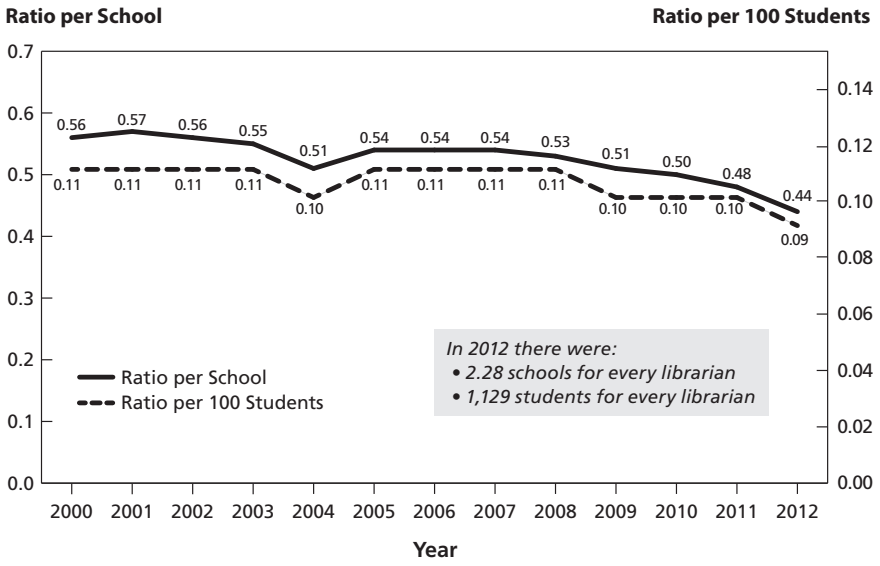
** Middle and high averaged for comparison with SY 2007–08 secondary data (2,770 P-T librarians/28,800 schools with library/media centers).

‡ Combined-grade schools include special education and alternative schools.

students since they are located predominantly in inner city and rural districts. (See the Methodology section on page 15 for information on Units of Analysis.)

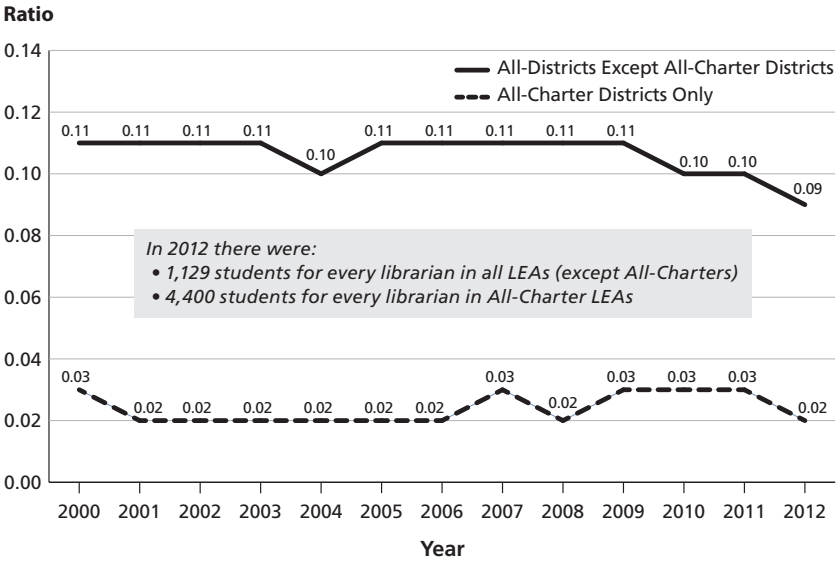
Over the past decade, the number of librarians/media specialists assigned to schools in all-elementary, all-secondary, and unified districts rose and fell, with all-secondary districts experiencing staffing levels similar to those in unified districts and substantially higher than those in all-elementary districts. However, the gains and losses in all-secondary districts surpassed those in all other districts; by 2012 the ratio of librarians/media specialists in all-secondary districts had fallen nearly 45 percent below their highest level in 2000 (from 0.64 to 0.35 librarians/media specialists per school) (Figure 5). Similarly, the number of librarians/media specialists in all-elementary districts fell 48 percent below their highest level in 2006 (from 0.37 to 0.19 specialists per school) and back to the previous level in 2000. Unified districts fell 22 percent below their highest level in 2001 (from 0.60 to less than 0.47 librarians/media specialists per school). However, unified districts exhibited much more stability over the decade in library/media center staffing ratios than both all-elementary and all-secondary districts.

Figure 3. Ratio of librarians/media specialists in U.S. public schools per school and per 100 students, SY 2000–01 through 2012–13



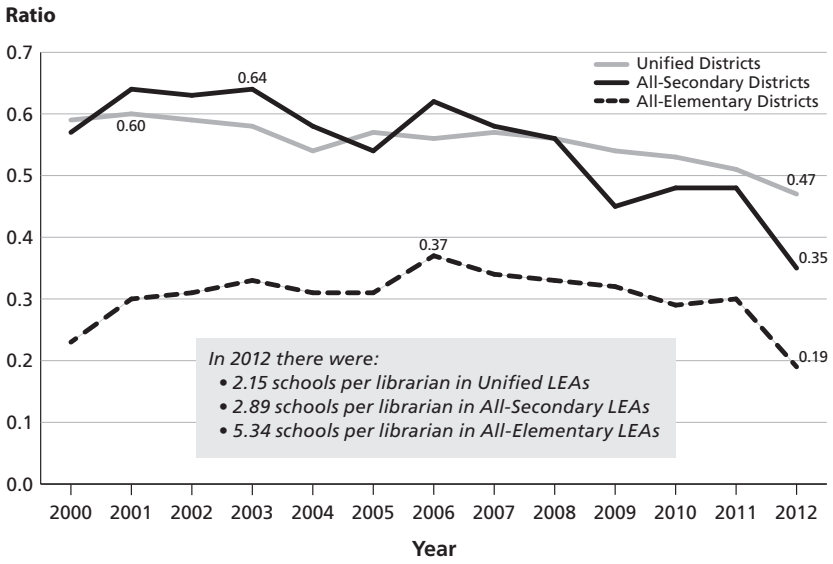
Source: NCES, CCD, LEA Universe Survey, SY 2000–01 through 2012–13. In 2012–13 there were 16,307 LEAs reporting enrolled students. In 2012–13 LEAs reported 49,619,057 students in 99,497 schools (including 6,287 charters) with 43,32 librarians/media specialists.

Figure 4. Ratio of librarians/media specialists in U.S. public schools per 100 students in districts (except all-charter districts) and in all-charter districts only, SY 2000–01 through 2012–13



Source: NCES, CCD, LEA Universe Survey, SY 2000–01 through SY 2012–13. Data for all LEAs reporting enrolled students, N=16,307 in SY 2012–13; with All-Charter LEAs excluded, N=13,734 in SY 2012–13. In SY 2012–13, Non-Charter All-Elementary LEAs had 2,319,981 students in 5,572 schools with 1,044 librarians/media specialists; Non-Charter All-Secondary LEAs had 1,068,819 students in 1,436 schools with 496 librarians/media specialists; Non-Charter Unified LEAs had 45,016,381 students in 89,070 schools with 41,503 librarians/media specialists; and All-Charter LEAs had 1,213,667 students in 3,411 schools with 276 librarians/media specialists.

Figure 5. Ratio of librarians/media specialists in U.S. public schools per school by district level, SY 2000–01 through 2012–13



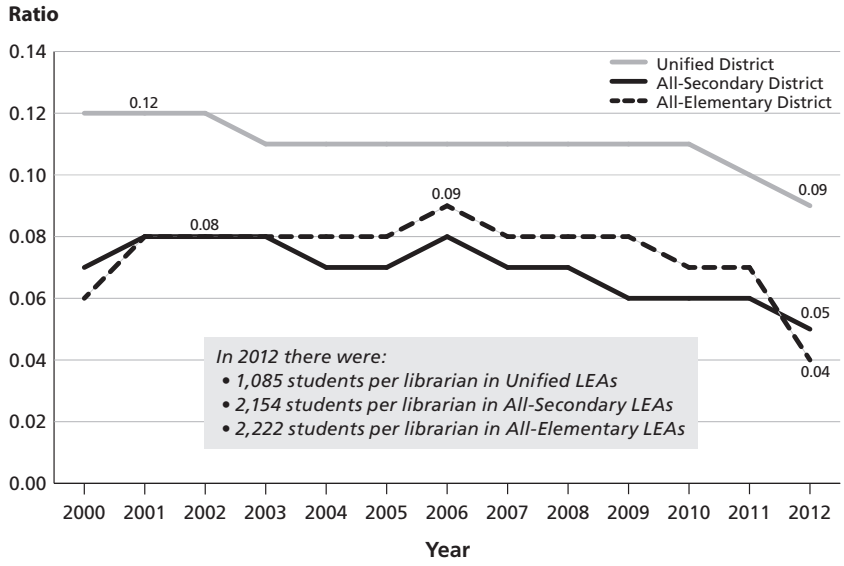
Source: NCES, CCD, LEA Universe Survey, SY 2000–01 through 2012–13. Data for LEAs reporting enrolled students in SY 2012–13, N=13,734. In SY 2012–13, All-Elementary LEAs had 2,319,981 students in 5,572 schools with 1,044 librarians/media specialists; All-Secondary LEAs had 1,068,819 students in 1,436 schools with 496 librarians/media specialists; and Unified LEAs had 45,016,381 students in 89,070 schools with 41,503 librarians/media specialists. These data exclude All-Charter LEAs.

Upon examining the ratio of full-time librarians/media specialists per student, rather than per school, a substantially different pattern emerges. Since 2000, the gap between all-elementary and all-secondary districts in their ratio of librarians/media specialists per student has been much less than the gap in the ratio of librarians/media specialists per school. Also, the ratio of librarians/media specialists per student is much lower for both all-elementary and all-secondary districts than for unified districts (Figure 6). All-secondary districts had greater losses than all-elementary districts throughout most of the decade, but recent all-elementary district losses dropped the staffing ratio to nearly the same level as all-secondary districts (0.04 and 0.05 per 100 students, respectively). Unified school districts started the decade off with twice as many librarians/media specialists as all-elementary and all-secondary districts (0.12 librarians/media specialists per 100 students) and, although unified districts most recently reported fewer librarians/media specialists (0.09 per 100 students), they still have twice as many as the all-elementary and all-secondary districts.

By School and District Poverty Levels, Community Type, and Ethnic Minority Status

The number of librarians/media specialists is found to differ substantially in schools and districts based on the level of student poverty, on community type, and on ethnic minority status. (See the Methodology section on page 15 for more information on how poverty level and ethnic minority status is determined.) Since 2007 library/media centers in

Figure 6. Ratio of librarians/media specialists in U.S. public schools per 100 students by district level, SY 2000–01 through 2012–13



Source: NCES, CCD, LEA Universe Survey, SY 2000–01 through 2012–13. Data for LEAs reporting enrolled students in SY 2012–13, N=13,734. In SY 2012–13, All-Elementary LEAs had 2,319,981 students in 5,572 schools with 1,044 librarians/media specialists; All-Secondary LEAs had 1,068,819 students in 1,436 schools with 496 librarians/media specialists; and Unified LEAs had 45,016,381 students in 89,070 schools with 41,503 librarians/media specialists. These data exclude All-Charter LEAs.

schools at the lowest poverty level (0–34% FRPL) have lost 12.8 percent of their librarians/media specialists while library/media centers in schools at all other poverty levels have gained librarians/media specialists; more librarians/media specialists were gained as student poverty level increased (+10.5% to +40.8%) (Table 4). Library/media centers in small town schools lost 5.9 percent of the total number of librarians/media specialists they had in 2007 while library/media centers in all other communities had net gains (+5.5% to +14.1%), with the greatest gains occurring in rural community schools.

Schools with more moderate levels of student poverty (2nd and 3rd quartiles of FRPL) are more likely to have library/media centers with at least one full-time state-certified librarian/media specialist (70.0% to 70.8%, respectively) while schools with the highest and lowest poverty levels have slightly fewer (62.3% and 65.5%, respectively). However, since 2007 the number of full-time librarians/media specialists has increased as student poverty levels have increased (up to +7.6% points gain). Full-time library/media center staffing has also increased in rural and small town schools by more than 5 percentage points, making it more equalized (64.9% to 69.2%) across all community types (Table 5). The number of part-time staff in library/media centers without any full-time staff present increased more in the wealthiest schools (+3.9%) and in suburban schools (+4.5%).

However, to build on differences noted earlier between and within all-elementary and all-secondary districts, library/media center staffing ratios in relation to student poverty and ethnic minority status are presented here separately for the all-elementary and all-secondary districts and are also further compared to more traditional unified schools districts.

All-Elementary School Districts

All-elementary school districts with the highest number (18–63%) of students living in poverty have substantially fewer librarians/media specialists per school than districts with the lowest number (2–9%) of students living in poverty (0.15 librarians/media specialists and 0.32 librarians/media specialists, respectively) (Figure 7A). Districts with high ethnic minority status have, on average, substantially fewer library/media center specialists per school than districts with low ethnic minority status (0.13 and 0.29, respectively). Overall, staffing of all-elementary school district library/media centers is highly associated with poverty level and with ethnic minority status.

However, a closer examination of staffing in all-elementary school districts shows that all districts with high ethnic minority status, regardless of poverty level (high, medium, or low), have fewer librarians/media specialists per school (0.07, 0.16, and 0.21, respectively) when compared to districts with low ethnic minority status (0.23, 0.28, and 0.37, respectively) (Figure 7B). These findings suggest that library/media center staffing in all-elementary school districts varies more with ethnic minority status than with level of student poverty. When combined, however, the effect of ethnicity *and* poverty on staffing in public school library/media centers is overwhelming. The wealthiest districts with low ethnic minority status have 5 times more librarians/media specialists per school than the poorest districts with high ethnic minority status districts (0.37 and 0.07, respectively). In districts with low ethnic minority status even the poorest schools have slightly more librarians/media specialists than the wealthiest districts with high ethnic minority status (0.23 and 0.21, respectively).

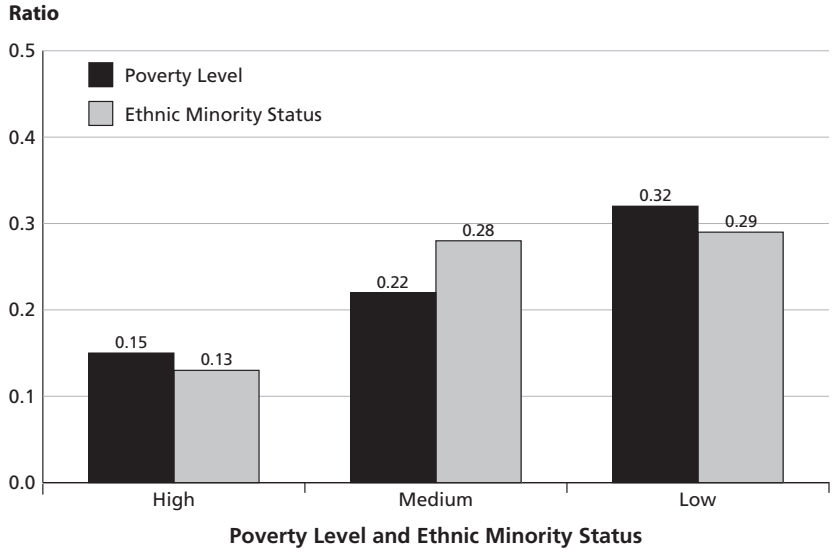
Similar patterns are found when examining the ratios for librarians/media specialists per student, showing more apparent differences in staffing based on ethnic minority status (0.04 to 0.19 per 100 students) and fewer apparent differences based on district poverty level (0.10 to 0.12 per 100 students) (Figure 8A). Further, staffing ratios in districts with low ethnic minority status, regardless of student poverty level, were substantially larger than staffing ratios in districts with high ethnic minority status. Districts with low ethnic minority status have 3.5 to 5 times more librarians/media specialists per student than districts with high ethnic minority status across all levels of student poverty (Figure 8B).

All-Secondary School Districts

In all-secondary school districts a similar picture emerges as in all-elementary districts; staffing is strongly related to student poverty level and ethnic minority status. The number of librarians/media specialists per school decreases as poverty levels increase and the poorest districts have, on average, 2.5 times fewer librarians/media specialists per school than the wealthiest districts (0.28 and 0.71, respectively) (Figure 9A). In all-secondary districts, the relationship between staffing and ethnic minority status is, however, not linear: while districts with high ethnic minority status have 1.68 times fewer librarians/media specialists per school than districts with low ethnic minority status (0.31 and 0.52, respectively), they have even fewer librarians/media specialists per school (1.91 times fewer) than more ethnically diverse districts (0.31 and 0.59, respectively).

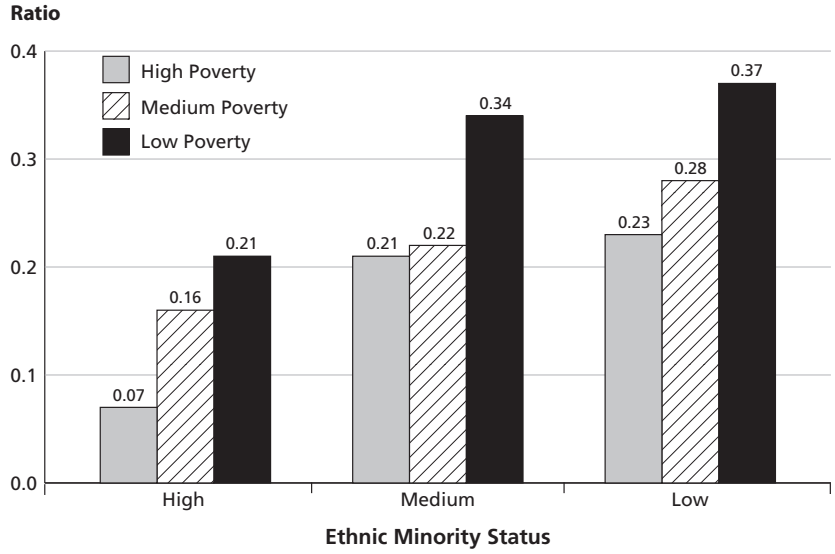
Overall, students attending schools in districts with high poverty and high ethnic minority status have 4.2 times fewer librarians/media specialists than students attending schools in the wealthiest districts with low ethnic minority status (0.14 and 0.59, respectively) (Figure 9B). Further, the wealthiest and most ethnically diverse districts have even

Figure 7A. All-Elementary districts: Ratio of librarians/media specialists per school by district poverty level and ethnic minority status, SY 2012–13



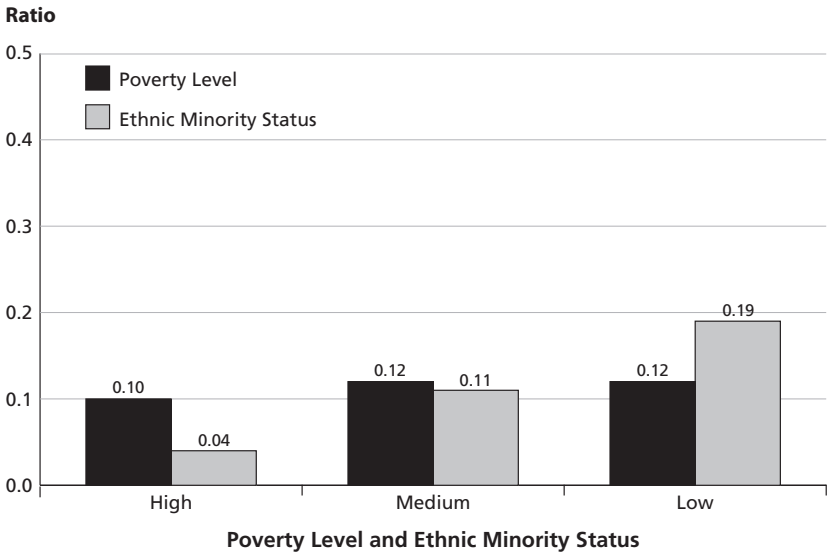
Source: NCES, CCD, LEA Universe Survey, SY 2012–13; U.S. Census Bureau, Small Area Income and Poverty Estimates Survey (SAIPE), 2012. All-Charter LEAs excluded.

Figure 7B. All-Elementary districts: Ratio of librarians/media specialists per school by district poverty level within high, medium, and low ethnic minority districts, SY 2012–13



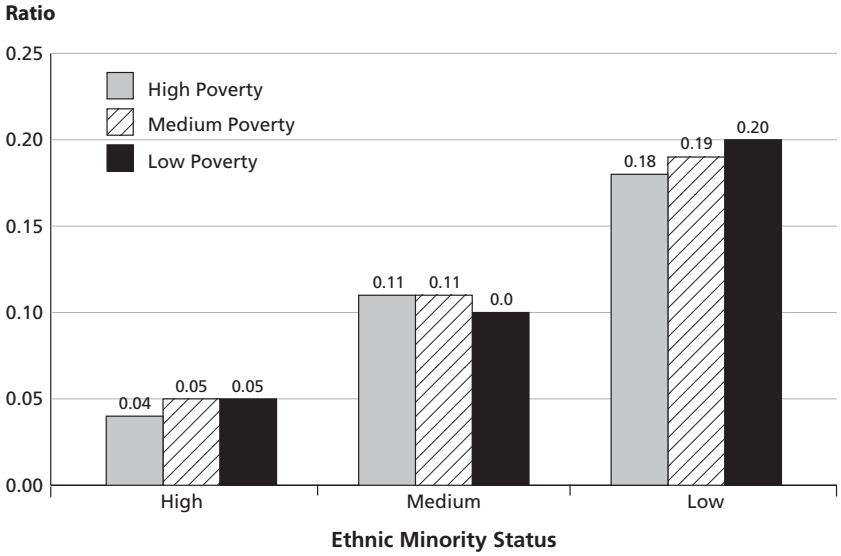
Source: NCES, CCD, LEA Universe Survey, SY 2012–13; U.S. Census Bureau, SAIPE, 2012. All-Charter LEAs excluded.

Figure 8A. All-Elementary districts: Ratio of librarians/media specialists per 100 students by district poverty level and ethnic minority status, SY 2012–13



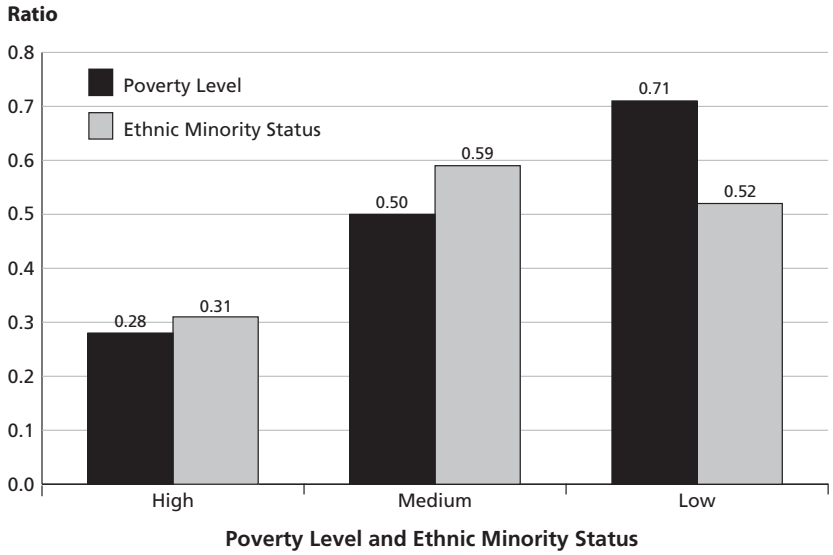
Source: NCES, CCD, LEA Universe Survey, SY 2012–13; U.S. Census Bureau, SAIPE, 2012. All-Charter LEAs excluded.

Figure 8B. All-Elementary districts: Ratio of librarians/media specialists per 100 students by district poverty level within high, medium, and low ethnic minority districts, SY 2012–13



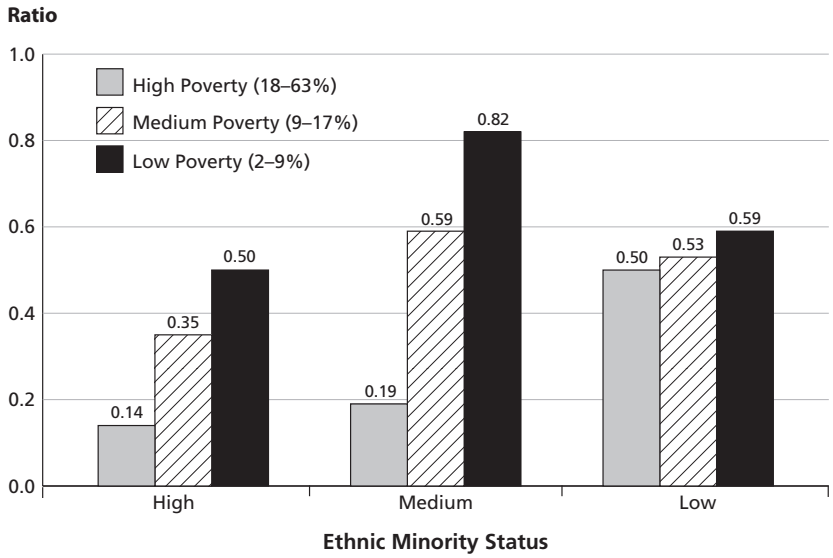
Source: NCES, CCD, LEA Universe Survey, SY 2012–13; U.S. Census Bureau, SAIPE, 2012. All-Charter LEAs excluded.

Figure 9A. All-Secondary districts: Ratio of librarians/media specialists per school by district poverty level and ethnic minority status, SY 2012–13



Source: NCES, CCD, LEA Universe Survey, SY 2012–13; U.S. Census Bureau, SAIPE, 2012. All-Charter LEAs excluded.

Figure 9B. All-Secondary districts: Ratio of librarians/media specialists per school by district poverty level within high, medium, and low ethnic minority status districts, SY 2012–13



Source: NCES, CCD, LEA Universe Survey, SY 2012–13; U.S. Census Bureau, SAIPE, 2012. All-Charter LEAs excluded.

more librarians/media specialists—up to 5.8 times more—than the poorest districts with high ethnic minority status (0.82 and 0.14, respectively). While the effect of poverty is clear, the *amount* of its effect varies based on ethnic minority status. Districts with low ethnic minority status have library/media center staffing ratios across the different poverty levels that are more equitable (0.50 to 0.59 per school), but districts that are more ethnically diverse have larger gaps in staff across poverty levels—where the wealthiest schools have 3.6 to 4.3 times more librarians/media specialists than the poorest schools.

When examining the number of librarians/media specialists per student in all-secondary districts, the relationship between staffing and poverty is not as strong as the relationship between staffing and ethnic minority status. Findings show that districts with low ethnic minority status have nearly twice as many librarians/media specialists as districts with high ethnic minority status (Figure 10A). Low ethnic minority status districts—regardless of poverty level—have more librarians/media specialists per student (from 0.18 to 0.31 per 100 students) than all other districts across the spectrum (Figure 10B). In fact, the poorest districts with low ethnic minority status have 31 times more librarians/media specialists than the poorest districts with high ethnic minority status.

Unified School Districts

Schools in unified districts do differ in library/media center staffing ratios based on poverty levels, but the differences do not move linearly: districts with medium levels of student poverty have fewer librarians/media specialists per school than the poorest and wealthiest districts (0.35, 0.40, and 0.44, respectively) (Figure 11A). Unified districts also differ based on ethnic minority status: the ratio of librarians/media specialists per school increases as ethnic minority status moves from low toward high (from 0.35 to 0.41).

Examining the ratio of librarians/media specialists to students in unified districts, little relation is found between number of librarians/media specialists and poverty level, but there is a relationship with ethnic minority status: as ethnic minority status moves from high toward low the number of librarians/media specialists per student increases (from 0.10 to 0.14) (Figure 11B).

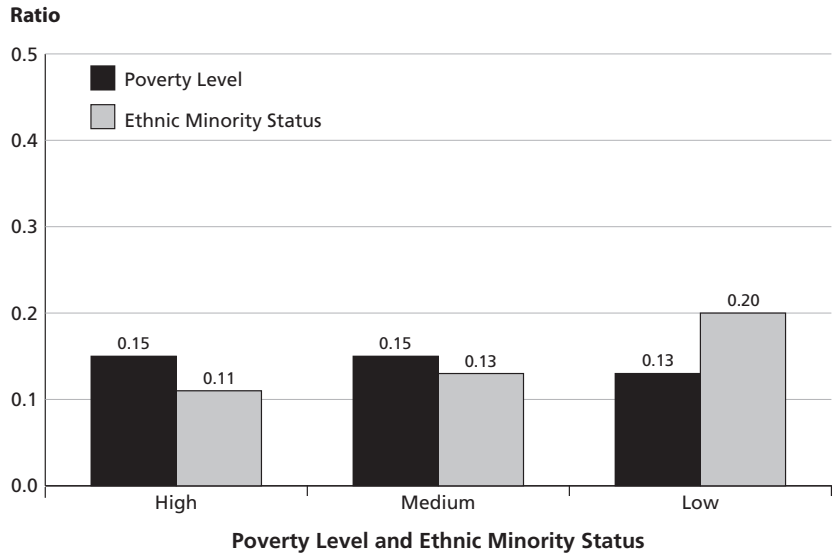
Comparisons between unified district staffing and all-elementary and all-secondary district staffing show different results based on poverty level and ethnic minority status, but only for the ratio of librarians/media specialists per school (Figures 12A and 12B). Staffing ratios per student in unified districts are more similar to those in all-elementary and all-secondary districts: districts do not differ much on staffing based on poverty levels but they all show a negative relationship between staffing and ethnic minority status: as ethnic minority status moves from low toward high, staffing ratios decrease (Figure 13A and 13B).

Support and Volunteer Staffing

In addition to professional librarians/media specialists, there are over 55,000 support staff (*i.e.,* aides and clerical) working in public school library/media centers and over one-quarter of a million (273,260) volunteer staff (adults and students) in public school library/media centers (Table 6) The number of support and volunteer staff is more than three times larger than the number of professional staff.

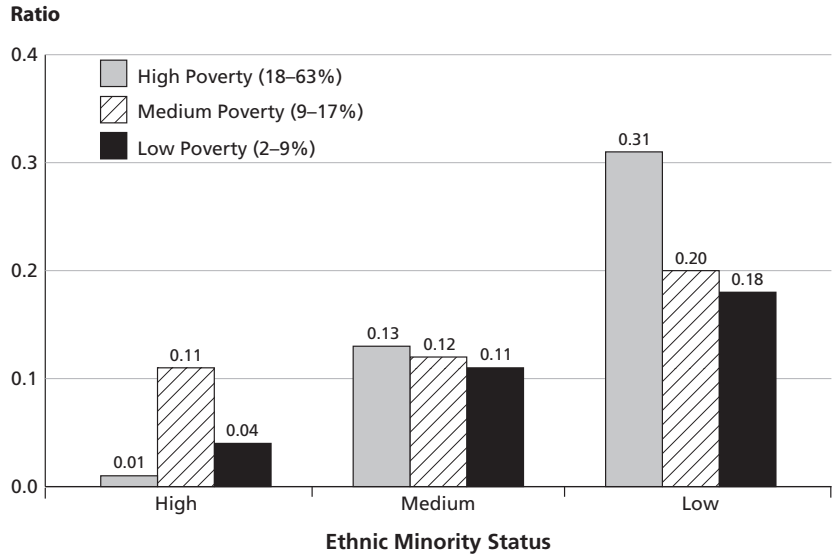
The ratio of professional to support and volunteer staff further underscores the unequal distribution of library/media center resources, particularly as schools try to

Figure 10A. All-Secondary districts: Ratio of librarians/media specialists per 100 students by district poverty level and ethnic minority status, SY 2012–13



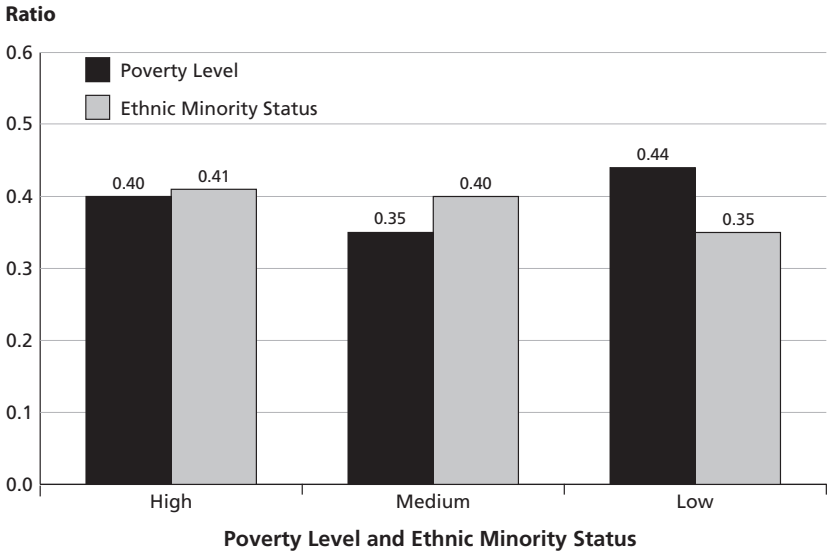
Source: NCES, CCD, LEA Universe Survey, SY 2012–13; U.S. Census Bureau, SAIPE, 2012. All-Charter LEAs excluded.

Figure 10B. All-Secondary districts: Ratio of librarians/media specialists per 100 students by district poverty level within high, medium, and low ethnic minority status districts, SY 2012–13



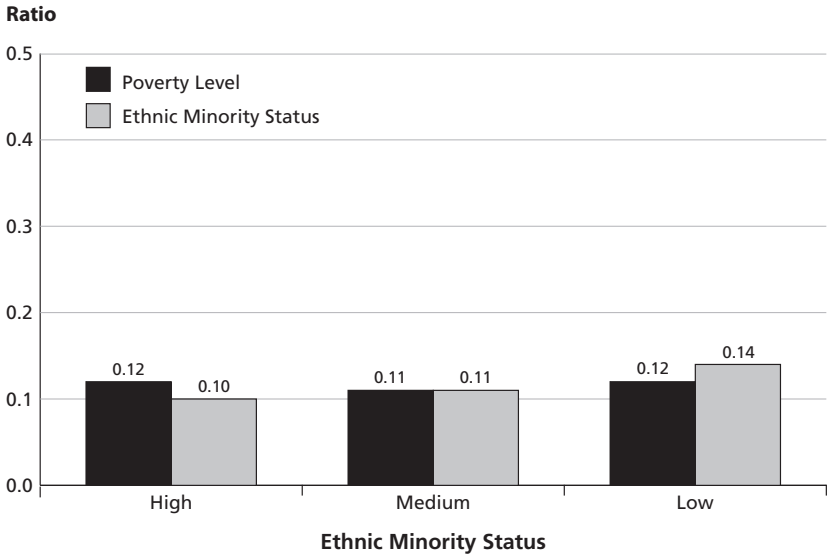
Source: NCES, CCD, LEA Universe Survey, SY 2012–13; U.S. Census Bureau, SAIPE, 2012. All-Charter LEAs excluded.

Figure 11A. Unified districts: Ratio of librarians/media specialists per school by district poverty level and ethnic minority status, SY 2012–13



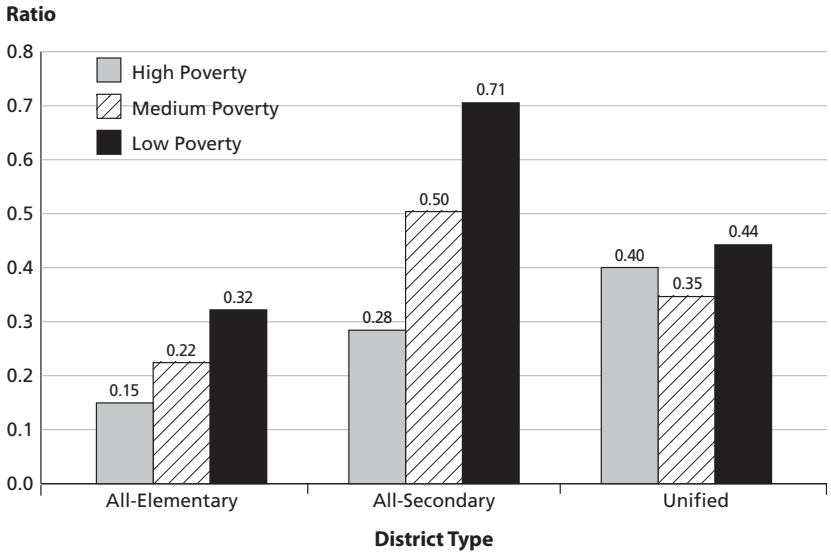
Source: NCES, CCD, LEA Universe Survey, SY 2012–13; U.S. Census Bureau, SAIPE, 2012. All-Charter LEAs excluded.

Figure 11B. Unified districts: Ratio of librarians/media specialists per 100 students by district poverty level within high, medium, and low ethnic minority status districts, SY 2012–13



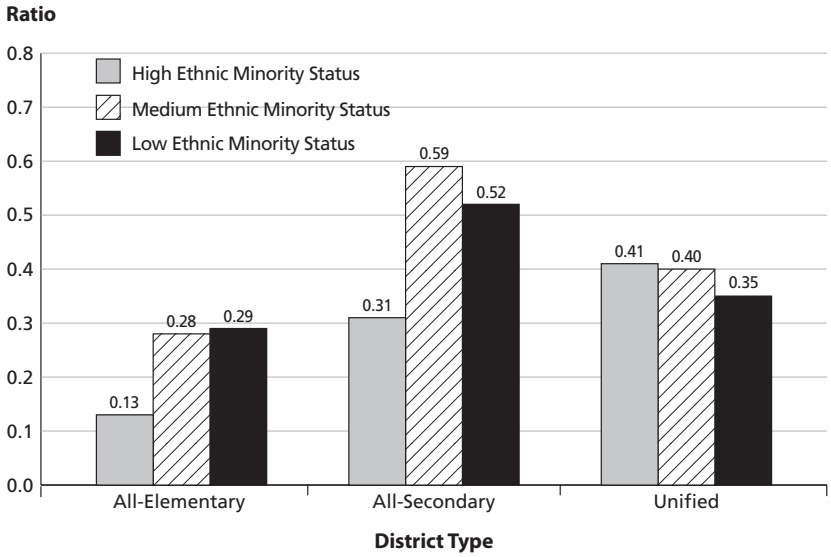
Source: NCES, CCD, LEA Universe Survey, SY 2012–13; U.S. Census Bureau, SAIPE, 2012. All-Charter LEAs excluded.

Figure 12A. Ratio of librarians/media specialists per school by district poverty level within All-Elementary, All-Secondary, and Unified districts, SY 2012–13



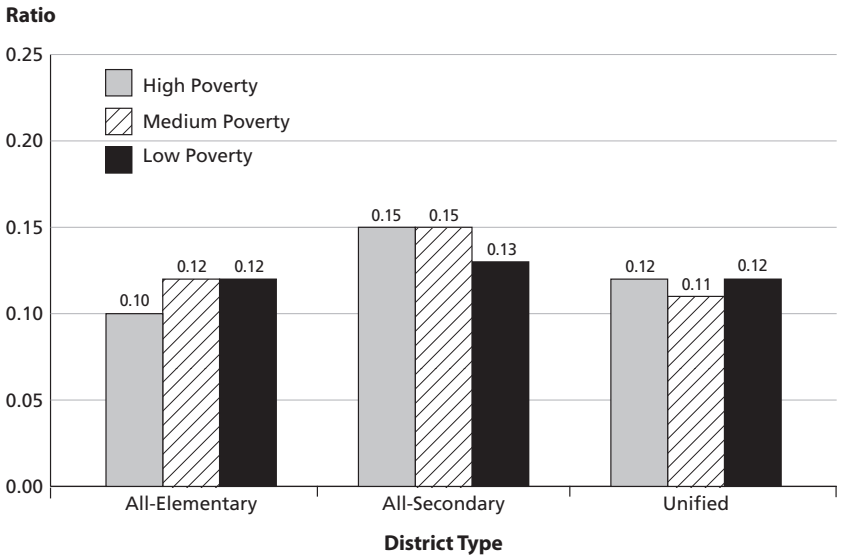
Source: NCES, CCD, LEA Universe Survey, SY 2012–13; U.S. Census Bureau, SAIPE, 2012. All-Charter LEAs excluded.

Figure 12B. Ratio of librarians/media specialists per school by ethnic minority status within All-Elementary, All-Secondary, and Unified districts, SY 2012–13



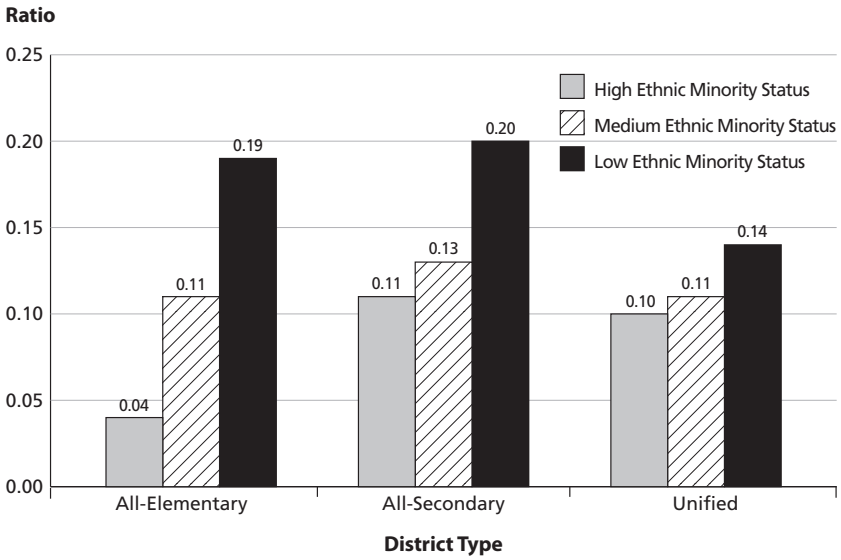
Source: NCES, CCD, LEA Universe Survey, SY 2012–13; U.S. Census Bureau, SAIPE, 2012. All-Charter LEAs excluded.

Figure 13A. Ratio of librarians/media specialists per 100 students by district poverty level within All-Elementary, All-Secondary, and Unified districts, SY 2012–13



Source: NCES, CCD, LEA Universe Survey, SY 2012–13; U.S. Census Bureau, SAIPE, 2012. All-Charter LEAs excluded.

Figure 13B. Ratio of librarians/media specialists per 100 students by ethnic minority status within All-Elementary, All-Secondary, and Unified districts, SY 2012–13



Source: NCES, CCD, LEA Universe Survey, SY 2012–13; U.S. Census Bureau, SAIPE, 2012. All-Charter LEAs excluded.

Table 6. Number of full- and part-time librarians/media specialists (professional staff), support staff, and volunteers in library/media centers by school characteristic, SY 2011–12

	Total number of librarians/ media specialists (professional* staff)	Total number of aides and clerical staff (support staff)	Total number of regularly scheduled volunteers during most recent full week	Ratio ** of professionals to support staff and volunteers
United States	88,520	55,010	273,260	1:3.71
Percentage of Students in Poverty				
0–34%	29,430	18,680	123,770	1:4.84
35–49%	15,680	10,770	39,190	1:3.19
50–74%	22,260	13,950	63,830	1:3.49
75% or more	19,970	10,650	40,770	1:2.57
Community Type				
Inner City	22,080	12,030	72,050	1:3.81
Suburban	24,870	16,190	99,950	1:4.67
Small Town	11,780	8,190	29,260	1:3.18
Rural	29,790	18,600	72,010	1:3.04
Grade/School Level				
Elemantary	50,000	30,560	181,080	1:4.23
Middle	14,630	9,470	49,060	1:4.00
High	18,240	12,130	36,050	1:2.64
Combined-grade‡	5,640	2,850	7,060	1:1.76

Source: NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2011–12.

* "Professionals" includes state-certified librarian/media specialists and other staff with paid full- or part-time positions in the library/media center. Excludes aides and clerical staff.

** Ratio compares number of professionals to numbers of support staff and volunteers.

‡ Combined-grade schools include special education and alternative schools.

compensate for the loss of professional staff. Nationally, the ratio of professional staff to support and volunteer staff is 1.0 professional to 3.7 support and volunteer staff, but ratios vary widely across states. Sixteen states have ratios of professional staff to support and volunteer staff higher than the national average of 1.0 to 3.7, led by Washington State (1.0 professional to 6.0 support and volunteer) and Massachusetts (1.0 professional to 5.9 support and volunteer) (Appendix A5). States reporting the lowest professional staff to support and volunteer staff ratios are South Dakota (1.0 to 1.2) and North Dakota (1.0 to 1.3).

Ratios of professional staff to support and volunteer staff also differ based on student and school characteristics. Schools with the poorest students have a ratio of professional staff to support and volunteer staff half that of schools with the wealthiest students (1.0 professional to 2.5 support and volunteer and 1.0 professional to 4.8 support and volunteer, respectively) (Table 6). The ratio of professional staff to support and volunteer staff decreases as grade level increases (from 1.0 professional per 4.23 support

and volunteer for lower grade levels to 1.0 professional per 2.64 support and volunteer for higher grade levels), and that ratio is notably higher for suburban schools (1.0 professional per 4.67 support and volunteer) than it is for schools in other community types (1.0 per 3.81 for inner city, 1.0 per 3.18 for small town, and 1.0 per 3.04 for rural).

Qualifications of Library/Media Center Staff

The vast majority of public school librarians/media specialists hold certification credentials. Most (82.9%) are state-certified as specialists and nearly two-thirds (63.0%) are also state-certified as classroom teachers (Table 7). Slightly more than half of state-certified librarians/media specialists (51.8%) hold a master's degree in a library-related field.

By State

All states report that more than half of their librarians/media specialists are state-certified, and 32 states surpassed the national average with more than 82 percent of their librarians/media specialists being state-certified (Appendix A6). States reporting the largest percentage of certified librarians/media specialists are Hawaii and Tennessee (97.5% and 97.2%, respectively); states reporting the fewest are California and Arizona (54.5% and 64.1%, respectively). Kentucky and Alabama lead the states with the largest number of librarians/media specialists who are also state-certified classroom teachers (89.3% and 88.5%, respectively); California and Alaska report the fewest (22.0% and 35.0%, respectively). States varied widely in the number of librarians/media specialists with a master's degree in a library-related field, but 24 states report that 50 percent or more of their librarians/media specialists do have an advanced degree. States reporting the highest number of master's degrees are South Carolina and Kentucky (88.9% and 88.2%, respectively); the fewest number are reported by Idaho and North Dakota (7.3% and 11.4%, respectively).

By Grade/School Level

The number of state-certified librarians/media specialists in elementary schools is slightly lower than in middle and high schools (81.7% elementary, 87.2% middle, and 85.4% high). Fewer elementary school librarians/media specialists have a teaching certification in comparison to secondary school librarians/media specialists (60.3% elementary, 67.9% middle, and 68.5% high) (Table 7). Qualifications beyond state certification, however, differ more substantially, with middle and high schools having more librarians/media specialists with master's degrees than elementary schools (48.5% elementary, 58.2% middle, 60.2% high).

The largest differences, however, are found between librarians/media specialists in traditional-grade schools and those in combined-grade schools: combined-grade schools have substantially fewer who are state-certified (73.9%), fewer who are certified as teachers (56.3%), and fewer who hold master's degrees (38.0%).

By School Poverty Level and Community Type

Based on school poverty level (*i.e.,* the percentage of students eligible for FRPL) there is no difference between the poorest and wealthiest schools in their number of state-certified librarians/media specialists (80.2% and 80.4%, respectively) (Table 7). However, schools with more moderate poverty levels (35–49% FRPL and 50–74% FRPL) have

Table 7. Qualifications of librarians/media specialists in U.S. public schools by school characteristic, SY 2011–12

	Percentage of staff who are state-certified librarians/ media specialists	Percentage who are state-certified classroom teachers	Percentage with a master's degree in a library-related field *
United States	82.9%	63.0%	51.8%
Percentage of Students in Poverty			
0–34%	80.4	62.6	53.2
35–49%	85.5	65.9	52.8
50–74%	87.6	66.6	54.7
75% or more	80.2	57.9	46.7
Community Type			
Inner City	81.0	61.1	50.5
Suburban	83.7	63.9	56.2
Small Town	83.1	62.9	49.1
Rural	83.5	63.8	50.2
Grade/School Level			
Elemantary	81.7	60.3	48.5
Middle	87.2	67.9	58.2
High	85.4	68.5	60.2
Combined-grade‡	73.9	56.3	38.0

Source: NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2011–12.

* A library-related field refers to degrees in librarianship, library science, information science, educational media, instructional design, or instructional technology.

‡ Combined-grade schools include special education and alternative schools.

Note: Percentages are based on total number of librarians/media specialists, including full- and part-time. Detail may not sum to totals because of rounding.

slightly more state-certified librarians/media specialists (85.5% to 87.6%) than do either the poorest or wealthiest schools.

This study's findings show that the number of librarians/media specialists with state certifications—either as librarians or teachers—increases as school poverty level increases, but only until reaching the highest poverty level; then a substantial drop occurs. A similar pattern is noted for the drop in librarians/media specialists with master's degrees. Therefore, beyond librarian/media specialist certification, the poorest schools also have the fewest librarians/media specialists who are certified as classroom teachers (57.9%) or who hold master's degrees (46.7%).

Schools in all community types have similar numbers of librarians/media specialists with state certification (ranging from 81.0% to 83.7%) and with teacher certification (from 61.1% to 63.9%). However, suburban schools tend to have slightly more librarians/media specialists with master's degrees (56.2%) than inner city, small town, or rural schools (50.5%, 49.1%, and 50.2% respectively).

Availability of Library/Media Center Resources

Automation of Services

Automated circulation and catalog systems enhance the capacity and efficiency of library/media centers. Nearly all (90.3%) library/media centers in public schools have automated circulation systems, and the vast majority (88.3%) also have automated catalogs for staff and student use (Table 8). However, less than one-third (31.0%) of library/media centers have technology to assist staff and/or students with disabilities.

Automation by State

Twenty-six states surpassed the national average with 90% of library/media centers having automated circulation and catalog systems; only six states report fewer than 80 percent having automated circulation systems. Twenty-eight states surpassed the national average of 88 percent for the number of library/media centers with automated catalog systems, and eleven states report that fewer than 80 percent have automated catalog systems (Appendix A7). All states report that most of their library/media centers do not have the technology to assist staff and/or students with disabilities, but Georgia, North Carolina, and Virginia lead the way with the highest percentage of library/media centers that do have such capacity (42.8%, 40.7%, and 40.5%, respectively).

Automation by Grade/School Level

Library/media centers in elementary, middle, and high schools are similar in their automation of circulation and catalog systems, with 90–94 percent of library/media centers at each level reporting. However, library/media centers in combined-grade schools are much less likely to have automated circulatory or catalog systems (74.3% and 70.3%, respectively) (Table 8). Library/media centers with the technology to assist staff and/or students with disabilities are least likely to be found in elementary schools (27.8%).

Automation by School Poverty Level and Community Type

Library/media centers in the poorest schools (75% or more FRPL) are less likely than those in the wealthiest schools (0–34% FRPL) to have automated circulation systems (85.9% poorest and 93.2% wealthiest) and catalog systems (82.7% poorest and 92.0% wealthiest). Library/media centers in the poorest schools are also less likely than those in the wealthiest schools to have technology to assist staff and/or students with disabilities (27.3% poorest and 33.3% wealthiest). Notable differences in automation are not found among library/media centers based on community type.

Book Titles and Audio/Video Holdings

In 2010–11 the average number of book titles in public school library/media centers was reported to be 2,188 per 100 students, or 21.8 books per student (Table 9). Nationally since 2007, the average number of book titles has increased by more than a thousand. Student characteristics and school characteristics are also highly related to the number of book titles maintained.

In addition to books, library/media centers also maintain a collection of audio/video recordings, but most library/media centers have, on average, less than one audio/

Table 8. Percentage of library/media centers in U.S. public schools that reported having various technological services by school characteristic, SY 2011–12

	Automated circulation system	Automated catalog(s) for student/staff use	Technology to assist students/staff with disabilities*
United States	90.3%	88.3%	31.0%
Percentage of Students in Poverty			
0–34%	93.2	92.0	33.3
35–49%	94.0	92.8	32.3
50–74%	89.9	87.2	30.8
75% or more	85.9	82.7	27.3
Community Type			
Inner City	90.4	87.6	28.5
Suburban	90.1	89.3	31.9
Small Town	93.9	90.8	31.6
Rural	89.0	86.9	31.8
Grade/School Level			
Elementary	91.3	88.3	27.8
Middle	93.7	92.9	37.4
High	89.7	90.0	34.8
Combined-grade‡	74.3	70.3	31.6

Source: NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2011–12.

* Includes TDD and specially equipped workstations.

‡ Combined-grade schools include special education and alternative schools.

video title per student (0.81 or 81 per 100 students) and the size of the collection varies with the characteristics of the students enrolled (Table 9).

Holdings by State

Differences on book titles and audio/visual holdings vary by state and reach up to double the national average. Thirty-three states report that their public school library/media centers have an average of 20 or more book titles per student, with Alaska reporting the most at 50.7 per student (5,077 per 100 students), followed by Vermont with 40.1 book titles per student (Appendix A8). The fewest book titles held were reported by Hawaii at 15.1 per student. Since 2007 only seven states have had a net decrease in the average number of book titles held in their library/media centers, but three states have had substantial gains during this time, including Delaware with a gain by 58 percent, South Carolina by 29 percent, and New Mexico by 27 percent. The average number of audio/video holdings ranged from 5.6 per student in Alaska to less than 1 per student (0.29) in Iowa.

Holdings by Grade/School Level

As grade/level increases the number of book titles held decreases and, in fact, secondary schools are the only group examined that lost book title holdings since 2007 (Table 9). Library/media centers in elementary and combined-grade schools hold substantially more book titles (27.5 and 25.3 per student, respectively) than those in secondary schools (16.8 per student). Combined-grade schools have, on average, more audio/video holdings per student (1.18) than traditional-grade schools.

Holdings by School Poverty Level and Community Type

Library/media centers in schools across all levels of poverty are similar in numbers of book titles and audio/video holdings, but increases in the number of book titles in recent years have been substantially smaller in schools with the highest poverty levels (+550). Library/media centers in inner city schools have had a substantially smaller increase in the number of book titles since 2007 (+400) compared to those in other communities. Currently, library/media centers in small town and rural schools have more books per student (24.9 and 24.7, respectively) than those in inner city and suburban schools (19.7 and 20.1, respectively) (Table 9).

While most schools have, on average, less than one audio/video title per student, schools with a more moderate poverty level (50–74% FRPL) report having more titles per student (0.89) than schools at other levels (0.76 and 0.80, respectively). Small town schools and rural schools have substantially more audio/video titles (0.94 and 0.96 per student, respectively) than inner city and suburban schools (0.66 and 0.76 per student, respectively).

Portable Technologies

The vast majority (83.2%) of library/media centers have audio/visual technologies (*e.g.,* DVD players, Blu-ray disc players, and VCRs) for staff and/or student use (Table 10). However, just over half (54.3%) of school library/media centers have laptops for staff use outside and only 40.2 percent have laptops for student use outside.

Portable Technologies by State

Twenty states still lag behind the national average of having at least 83 percent of their library/media centers equipped with audio/visual technologies (Appendix A9). However, all states report that more than half of their library/media centers have video equipment for staff and/or student use. States leading with these technologies are Kansas (97.7%) and Georgia (97.6%). However, library/media centers with laptops for use outside are found to vary widely among the states. Twenty-nine states report that at least half of their library/media centers have laptops for staff use outside, with North Carolina and South Carolina leading the way (86.1% and 79%, respectively). Only 12 states report that at least half of their library/media centers have laptops for student use outside, with Nebraska and Virginia leading (71.8% and 60.8%, respectively).

Portable Technologies by Grade/School Level

Middle school library/media centers report having slightly more (90%) audio/video technology than elementary and high schools (81.1% and 85.8%, respectively) (Table 10). Middle school library/media centers also have slightly more laptops for both staff (60.4%)

Table 9. Number of book titles and audio/visual holdings in library/media centers in U.S. public schools by school characteristic, SY 2006–07 and 2010–11

	Average number book titles at end of 2006–07	Average number book titles at end of 2010–11	Difference in book titles acquired between 2007 and 2011	Number book titles at end of 2010–11 (per 100 students)	Average number of audio/video holdings * at end of 2010–11 (per 100 students)
United States	11,710	12,780	1,070	2,188	81
Percentage of Students in Poverty					
0–34%	12,630	13,700	+1,070	2,125	76
35–49%	11,150	13,120	+1,970	2,266	80
50–74%	11,390	12,810	+1,420	2,263	89
75% or more	10,970	11,520	+550	2,141	79
Community Type					
Inner City	12,390	12,790	+400	1,975	66
Suburban	13,030	14,140	+1,110	2,013	76
Small Town	11,550	12,700	+1,150	2,494	94
Rural	10,110	11,680	+1,570	2,475	96
Grade/School Level					
Elementary	11,480	12,930	1,450	2,751	87
Secondary	13,150	12,880	–270	1,680	73
Combined-grade‡	8,890	10,490	1,600	2,530	118

Source: NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2006–07 (average); SY 2010–11 (average); SY 2010–11 (per student).

* Includes all copies of any tape, CD, DVD, or Blu-ray.

‡ Combined-grade schools include special education and alternative schools.

Note: Ratios are computed as the weighted sum of the survey item (number of book titles, audio/video materials, or expenditures) across all libraries, divided by total enrollment, with the result multiplied by 100.

and students (46.1%) to use outside. Combined-grade schools have the fewest library/media centers with audio/video technology (77.1%), but they are not much different from most traditional-grade schools in providing laptops for staff and students.

Portable Technologies by School Poverty Level and Community Type

Substantially more (88.0%) school library/media centers in small towns have audio/video technologies for staff and student use compared to inner city schools, where 78.3 percent of library/media centers are so equipped (Table 10). Library/media centers in the poorest schools are the least likely to have video technology (79.0%) compared to schools at other poverty levels (83.3% to 87.4%).

The availability of laptops for student use outside the library media/center decreases as student poverty level increases (from 42.1% to 36.2%), and small town and inner city schools have fewer laptops available for student use outside (36.8% and 37.4%,

Table 10. Percentage of library/media centers in U.S. public schools which provide various technological devices by school characteristic, SY 2011–12

	DVD players, Blu-ray players, or VCR for student/ staff use	Laptops for *student* use outside of the library/ media center	Laptops for *staff* use outside of the library/ media center
United States	83.2%	40.2%	54.3%
Percentage of Students in Poverty			
0–34%	83.3	42.1	52.6
35–49%	87.4	41.6	55.4
50–74%	84.8	41.0	55.2
75% or more	79.0	36.2	55.4
Community Type			
Inner City	78.3	37.4	54.3
Suburban	83.1	43.6	55.3
Small Town	88.0	36.8	49.2
Rural	85.0	40.8	55.4
Grade/School level			
Elementary	81.1	37.7	52.3
Middle	90.0	46.1	60.4
High	85.8	42.1	55.9
Combined-grade‡	77.1	41.6	52.0

Source: NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2011–12.
‡ Combined-grade schools include special education and alternative schools.

respectively) (Table 10). However, laptops for staff use are more equitable across all school poverty levels and community types, although the wealthiest schools tend to have slightly fewer (52.6%) than schools at other levels (from 55.2% to 55.4%).

Library/media centers in small town and inner city schools are less likely to provide laptops for student use outside (36.8% and 37.4%, respectively) compared to those in rural and suburban schools (40.8% and 43.6%, respectively). Library/media centers in small town schools are less likely to provide laptops for staff use outside (49.2%) compared to other schools (54.3% to 55.4%).

Computer Workstations and Online Access

Nearly all (96.6%) public school library/media centers have computer workstations for staff and/or student use (Table 11). The average number of computer work stations per school is 18, and nearly all (95.3%) have internet access. The majority (86.4%) of library/media centers provide students with access to online licensed databases (Table 12). Among those, nearly all (94.8%) provide students with access directly from the classroom (in addition to from the library/media center) while more than three-fourths (78.4%) also provide access from students' homes.

Table 11. Percentage of library/media centers in U.S. public schools with computer workstations for student and/or staff use by school characteristics, SY 2011–12

	Percentage library/ media centers with computer workstations	Average number computer workstations	Percentage workstations with internet access
United States	96.6%	18	95.3%
Percentage of Students in Poverty			
0–34%	98.2	22	93.7
35–49%	98.2	20	96.2
50–74%	95.7	16	96.5
75% or more	95.3	14	96.4
Community Type			
Inner City	97.0	17	95.2
Suburban	98.1	21	93.2
Small Town	96.5	18	97.6
Rural	95.3	17	96.6
Grade/School level			
Elementary	96.5	12	98.3
Middle	98.9	23	97.0
High	97.5	33	91.1
Combined-grade‡	89.6	15	94.6

Source: NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2011–12 (percentage); SY 2011–12 (average).

‡ Combined-grade schools include special education and alternative schools.

Computer Resources by State

There are 18 states that fall below the national average with fewer than 96 percent of their school library/media centers equipped with computers for student use (Appendix A10). Overall, all states report that at least 80 percent of their library/media centers have computers for students to use. States vary widely on the average number of computer workstations in their school library/media centers—ranging from eight to 29 stations—and 24 states fall below the national average with fewer than 18 stations. Nineteen states fall below the national average of having at least 95 percent of their library/media center computers connected to the internet, but all states report at least 80 percent connectivity. Twelve states report 99–100 percent connectivity.

All states report that two-thirds or more of their library/media centers provide students with access to online licensed databases (e.g., indexes, abstracts, article databases, and reference sources, including encyclopedias). New York (96.6%), Arkansas (95.4%), and Wisconsin (95.3%) have the highest percentages of library/media centers providing student access (Appendix A11). Among those that provide access, states with the highest

percentages of schools with direct access in the classroom are Hawaii (100%), Georgia (99.6%), and South Carolina (99.4%).

Beyond connecting to databases at school, library/media centers also provide students with connectivity to online databases at home. Twenty-four states report that at least 80 percent of their library/media centers provide students with access to online, licensed databases in their homes. States with the most school library/media centers capable of providing such access are Hawaii (97.6%), Iowa (94.2%), and New York (93.9%).

Computer Resources By Grade/School Level

Fewer (89.6%) library/media centers in combined-grade schools have computer workstations compared to traditional-grade schools (96.5% to 98.9%), and the average number of library/media center computer workstations increases as grade/school level increases (Table 11). However, the number of computers connected to the internet decreases slightly as grade/school level increases (from 98.3% to 91.1%).

The number of library/media centers that provide students with access to online, licensed databases increases as grade/school level increases (84.5% to 91.3%) but, if provided, the level of classroom access provided is similar for all grade/school levels (Table 12). Substantial differences are, however, found between grade/school levels in their capacity to provide such access in students' homes, with elementary schools less likely than middle and high schools (75.7%, 83.2%, and 85.3%, respectively). Library/media centers in combined-grade schools are much less likely than those in all other schools to provide home access (67.3%).

Computer Resources by School Poverty Level and Community Type

Library/media centers differ substantially in the number of computer workstations available to staff and/or students in schools based on poverty level. As the level of poverty increases, the average number of computer workstations decreases from 22 to 14 (Table 11). Slight differences are found where more computers are connected to the internet in library/media centers as poverty level increases (from 93.7 to 96.4%).

On average, library/media centers in suburban schools have slightly more computer workstations (21) than those in inner city, small town, and rural schools (17 to 18), but suburban schools have slightly fewer computers connected to the internet (93.2%) compared to those in other communities (95.2% to 97.6%).

Access to online, licensed database resources does differ by community type. Library/media centers in suburban and inner city schools provide more access to online, licensed databases at home (83.1% and 80.4%, respectively) than small town (75.6%) and rural (73.9%) schools (Table 12).

Based on school poverty level, there are substantial differences in whether library/media centers provide database access to students' homes. Access in homes drops substantially as poverty level increases, ranging from 85.1 percent in the wealthiest schools to 70.8 percent in the poorest (Table 12).

Expenditures

The average annual expenditure on book titles in school library/media centers is $6,010, a $610 drop from the 2007 average (Table 13). The average expenditure for all information resources during the 2010–11 school year was $16 per student, or $1,600 per 100 students.

Table 12. Percentage of library/media centers in U.S. public schools which provide student access to online, licensed databases * by school characteristics, SY 2011–12

	Percentage of all library/media centers providing student access to online licensed databases	Among those providing access, percentage providing classroom access**	Among those providing access, percentage providing home access**
United States	86.4%	94.8%	78.4%
Percentage of Students in Poverty			
0–34%	88.0	94.5	85.1
35–49%	86.5	94.5	80.7
50–74%	86.2	96.0	75.7
75% or more	85.6	94.0	70.8
Community Type			
Inner City	89.4	95.7	80.4
Suburban	88.7	95.5	83.1
Small Town	82.7	94.0	75.6
Rural	83.8	93.7	73.9
Grade/School level			
Elementary	84.5	95.9	75.7
Middle	88.9	94.3	83.2
High	91.3	93.0	85.3
Combined-grade‡	82.4	91.0	67.3

Source: NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2011–12.

* Online, licensed databases are supplied by commercial vendors via the Internet; they may include indexes, abstracts, full-text article databases, or full-text reference sources, such as encyclopedias, almanacs, biographical sources, and other quick fact-finding materials.

** Percentage based *only* on llibrary/media centers that provide students with access to online licensed databases.

‡ Combined-grade schools include special education and alternative schools.

Expenditures by State

States differ greatly in expenditures on all library/media center resources. The average annual expenditure on all resources ranged from $37.93 per student in Wisconsin to $6.43 per student in Hawaii. Although 26 states spent less than the national average of $16 per student, all but eight states spent at least $10 per student (Appendix A12)

Expenditures by Grade/School Level

Annual spending on all library/media center resources drops as grade/level increases (from $16.52 to $15.36 per student). However, library/media centers in combined-grade schools spend more ($19.18 per student) on all resources than do traditional-grade schools (Table 13).

Table 13. Average expenditure on library/media center information resources* in U.S. public schools by school characteristic, SY 2006–07 and 2010–11

	Average expenditure on book titles, 2006–07	Average expenditure on book titles, 2010–11	Difference spent on book titles, 2007–11	Average expenditure on all information resources* (per 100 students), 2010–11
United States	$ 6,620	$ 6,010	–$ 610	$ 1,600
Percentage of Students in Poverty				
0–34%	7,430	6,240	–1,190	1,478
35–49%	6,500	5,470	–1,030	1,474
50–74%	6,240	6,050	–190	1,551
75% or more	5,700	6,020	320	1,925
Community Type				
Inner City	7,360	6,480	–880	1,580
Suburban	7,140	6,480	–660	1,368
Small Town	6,150	5,600	–550	1,927
Rural	5,850	5,450	–400	1,757
Grade/School Level				
Elementary	5,940	4,940	–1,000	1,652
Secondary	9,420	7,885	–1,535	1,536
Combined-grade‡	4,410	4,960	550	1,918

Source: NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2007–08; SY 2011–12 (average book titles); SY 2011–12 (all information resources).

* Information resources include such items as books, periodicals, audio/visual materials, database licensing, and software; they do *not* include salaries, computer hardware, or audio/visual equipment.

‡ Combined-grade schools include special education and alternative schools.

Note: Ratios are computed as the weighted sum of the survey item (number of book titles, audio/video materials, or expenditures) across all libraries, divided by total enrollment, with the result multiplied by 100.

Expenditures by School Poverty Level and Community Type

Since 2007, the poorest schools have had the largest increase in the average annual expenditure on book titles (+$320), but library/media centers in inner city schools had the largest decline in average expenditures on book titles (-$880). The poorest schools spend an annual average of $19.25 per student on all library/media center resources and the wealthiest schools spend $14.78, a difference of nearly $5.00 (Table 13). Schools in small town communities spend more per student annually ($19.27) than schools in other communities. Suburban schools spend the least per student ($13.68).

Staff and Student Use of Library/Media Centers

On average, 100 out of 100 students across the U.S. visit a school library/media center during the school week, and students check out an average of 110 books per 100 students weekly (Table 14). Summarily, every student enrolled in a U.S. public school visits their school library, on average, once a week and checks out an average of 1.1 books.

Table 14. Average number of student visits to a library/media center in U.S. public schools and average number of books checked out during the most recent full school week by school characteristics, SY 2011–12

	Student visits (per 100 students*)	Books/other materials checked out (per 100 students*)
United States	100	110
Percentage of Students in Poverty		
0–34%	100	100
35–49%	100	100
50–74%	100	120
75% or more	80	110
Community Type		
Inner City	80	100
Suburban	90	100
Small Town	110	130
Rural	110	120
Grade/School level		
Elementary	100	170
Middle	100	80
High	90	30
Combined-grade‡	80	70

Source: NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2011–12.

* Ratios computed as the weighted sum of the survey item (student visits or materials checked out) across all libraries, divided by total enrollment, with the result multiplied by 100.

‡ Combined-grade schools include special education and alternative schools.

The vast majority (89%) of schools permit students to use the library/media center independently during regular school hours, and slightly more than half permit students to use it independently before and after school (57.1% and 54%, respectively) (Table 15). However, wide disparities are found in student use of library/media centers based on state, grade/school level, school poverty level, and community type.

By State

Across all states, the average number of visits to school library/media centers during a single week ranges from less than 1 (0.6) to 1.5 per student (Appendix A13). Twenty-eight states met or exceeded the national average of one visit per week. Kansas has the highest ratio of weekly student visits at 1.5 per student, and five states follow closely with a ratio of 1.4 weekly visits: Idaho, Iowa, Vermont, Wisconsin, and Wyoming.

The average number of books checked out of school library/media centers during a single week across all states ranges from 0.5 to 1.7 books per student (or 50 to 170 books per 100 students). Twenty-nine states met or exceeded the national weekly average of 1.1 books

Table 15. Percentage of library/media centers in U.S. public schools that were available for independent student use during specific times by school characteristics, SY 2011–12

	Before school	After school	During regular school hours
United States	57.1%	54.0%	89.0%
Percentage of Students in Poverty			
0–34%	61.3	56.5	90.7
35–49%	59.6	57.0	90.8
50–74%	58.6	52.2	90.1
75% or more	48.7	51.0	84.5
Community Type			
Inner City	53.5	57.0	87.4
Suburban	54.6	48.4	86.4
Small Town	59.2	58.5	90.1
Rural	60.8	54.6	92.0
Grade/School level			
Elementary	42.8	39.0	84.0
Middle	75.0	69.3	96.6
High	84.6	82.9	97.0
Combined-grade‡	59.4	66.0	92.8

Source: NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2011–12.
‡ Combined-grade schools include special education and alternative schools.

checked out per student. States with the highest ratio are Idaho and Kansas, both at 1.7 books checked out per student.

All states report that two-thirds or more of their library/media centers are available during regular school hours for students' independent use (Appendix A14). States vary widely on whether library/media centers are available for students' independent use before and after school. States report that between 90.6 percent (Hawaii) and 34.7 percent (Rhode Island) of their library/media centers are open for independent use before school; they report that between 90.8 percent (Hawaii) and 28.8 percent (West Virginia) are open for independent use after school.

By Grade/School Level

High school students are less likely to visit school library/media centers than students in elementary and middle schools. On average, high school students make less than one visit per week (0.90 or 90 visits per 100 students), compared to the one visit per week made by elementary and middle school students (or 100 visits out of 100 students) (Table 14). Fewer students in combined-grade schools visit the library weekly compared to traditional-grade levels (0.80 or 80 student visits out of 100 students).

As grade/school level increases, the number of books students checked out weekly declines substantially, from 1.7 books per student at the elementary level to less than one per student (0.30) at the high school level (Table 14). On average, combined-grade school students check out fewer books (0.70 per student) than elementary and middle school students, but they check out more than twice as many books as high school students.

As grade level increases, library/media centers are more likely to be available to students for independent use during regular school hours (increases from 84.0% to 97.0%) (Table 15). Similar patterns are also found before and after regular school hours, although the differences between grade/school levels are much larger. For combined-grade schools, the independent access available to students during regular school hours and after school (only) is similar to that of middle schools.

By Poverty Level

The number of weekly student visits to the library/media center differs substantially according to school poverty level. Except for those at the highest poverty level, all schools reach the national average of one weekly visit per student (Table 14). Schools at the highest poverty level have an average of 80 visits per 100 students, indicating that at least 20 percent of students at the highest poverty schools do not visit a school library each week. However, students attending schools with the two highest levels of poverty check out more books (1.1 to 1.2 books per student), on average, than students attending wealthier schools (1.0 book per student). More of the wealthier schools do permit independent student use, particularly before school, compared to the poorest schools (61.3% and 48.7%, respectively) (Table 15).

By Community Type

Students attending inner city schools make fewer visits per week to their school library/media center, and they check out fewer books and other materials than students attending schools in other communities. In inner city schools the number of weekly student visits is, on average, 0.80 or less than one visit per student (or 80 visits per 100 students) while the weekly average per student in other communities is 0.90 to 1.1 (Table 14). Students in both inner city and suburban schools check out, on average, one book per week while students in small town and rural schools check out 1.3 and 1.2 books per week, respectively.

Students in suburban and inner city schools have less access to library/media centers for independent use before and during school hours compared to students in rural and small town schools (Table 15). After school, suburban school library/media centers are less likely than other schools (48.4%) to provide independent access to students compared to schools in other communities (54.6% to 58.5%).

Summary and Discussion

Enrollment of public school students has climbed steadily over the past decade, from 47 million to nearly 50 million, and the drop in the number of schools between 2009 and 2012 has completely rebounded (Appendix A1). Yet more than a decade of national, state, and district education statistics examined in this study show that public school library/media centers have not kept up with the pace of students and schools in terms of growth, staffing, and resources. The overall number of public schools with library/media centers is up only slightly from a decade ago and the number of professional and support staff working in school library/media centers has been in continuous decline since peaking in 2007 prior to the Great Economic Recession. Another sharp decline in library/media center staff was noted in 2011 after American Recovery and Reinvestment Act (ARRA) funds ended.

Increases in student enrollment and more school openings in the wake of declining economic resources have resulted in shortages and disparities in students' access to staff, books, and other public school library/media center resources. As this study clearly shows, all students have experienced losses but those students most dependent on resources have experienced the greatest losses. This study shows that, even amongst the poorest schools losses in services have not occurred uniformly and that ethnic minority status has been a strong mediating factor.

Distribution of library/media centers

Over the past decade, library/media center openings and closing have varied widely across the 50 United States and the District of Columbia. But this study did not find definitive state trends based on geographical location, size, or economic conditions. However, several trends are noted across districts and schools, and certain outcomes have varied based on grade/school level and other school and student characteristics. Strong and persistent trends are particularly noted in the distribution of library/media centers based on poverty levels and, to some extent, community type. Other recent studies of library/media centers confirm that students with the most need have the least access (Pribesh 2011, Coker 2015).

While more elementary schools report having library/media centers, secondary schools have had the largest increases in recent years. Combined-grade schools (*i.e.,* special education and alternative schools) have proportionally fewer library/media centers than traditional-grade schools, and they still have not recovered from the losses incurred earlier in the decade, between 2003 and 2007, even before the Great Economic Recession.

Since 2007, schools at all income levels have had slight declines in their number of library/media centers, with the exception of schools at the second highest poverty level (50–74% FRPL) which had a slight but noteworthy increase in library/media centers because schools at all other levels had net losses. Overall, however, the poorest schools (75% or more FRPL) continued to have substantially fewer library/media centers than schools at all other poverty levels. Inner city schools have had a net loss in library/media centers since 2007 while schools in other communities have experienced slight increases.

Distribution of Library/Media Center Staff

National and State Trends

Since 2007, the total number of certified librarians/media specialists (full-time and part-time) in public schools has increased across the U.S., but changes across the 50 states and the District of Columbia have varied widely. Twenty-one states surpassed the average national increase of 8 percent, with seven states gaining at least 20 percent more librarians/media specialists since 2007. However, 15 states have also lost certified library/media center staff since 2007, by as much as 30 percent in one state.

There was a modest increase in the number of public school library/media centers that have at least one full-time librarian/media specialist, increasing the percentage to 66.4 in addition to the 12.6 percent of library/media centers that have no full-time librarians/media specialists but have at least one part-time librarian/media specialist. Twenty-six states exceeded the national average in library/media centers with full-time librarians/media specialists, and reported percentages as high as 97.6 percent. Since 2007, 13 states have had a net loss in the number of library/media centers with a full-time librarian/media specialist, but 10 states have increased by more than 10 percentage points, reaching gains as high as 23.7 percentage points.

After declining steadily since 2007, the ratio of full-time librarians/media specialists to schools and students began to improve most recently in 2013, but only after a loss of 13 percent of librarians/media specialists. By 2012, the average number of librarians/media specialists per school had fallen to the lowest point in a decade (less than one-half librarian/media specialist per school) and the ratio of librarians/media specialists per student was at its lowest level in a decade (one librarian/media specialist for every 1,129 students).

By comparison, staffing in all-charter school districts began increasing after 2007 as staffing in unified school districts started to decline. However, the staffing ratio for charter librarians/media specialists has since fallen, but not at the same rate as for traditional schools. The staffing ratio in charter schools is one librarian/media specialist for every 4,397 charter students.

By Grade/School Level

There are substantially more librarians/media specialists at the elementary school level than at the secondary level, although elementary schools have lost more full-time and part-time staff over the past decade and secondary schools and combined-grade schools have had substantial increases. However, only two-thirds of library/media centers have at least one full-time state-certified librarian/media specialist, and there are substantially

fewer full-time state-certified librarians/media specialists in elementary schools than in secondary schools; combined-grade schools have the fewest overall. Only a small number of library/media centers have no full-time librarians/media specialists but have at least one half-time librarian/media specialist, and more are found in elementary and combined-grade schools than in secondary schools. Overall, this study's findings suggest that elementary, special education, and alternative school library/media centers rely more heavily on uncertified part-time staff than do secondary schools.

Similar findings are noted for staffing the largely poor all-elementary and all-secondary school districts (*i.e.,* districts largely comprised of schools in inner cities and rural communities). (See the Methodology section on page 15 for more information on Units of Analysis.)

During most of the past decade, library/media centers in all-secondary districts and in unified districts experienced similar staffing ratios and had substantially more full-time librarians/media specialists per school than did all-elementary districts. However, after 2007, gains and losses were much more dramatic in all-secondary districts than in all-elementary or unified districts, and the number of librarians/media specialists in all-secondary districts fell to nearly half its level from the start of the decade. The number of librarians/media specialists in all-elementary districts fell back to its level from a decade ago, and in unified districts it dropped by nearly one-quarter over the past decade. Overall, unified districts have been much more stable in their staffing of librarians/media specialists per school than have all-elementary and all-secondary districts.

When examining the ratio of full-time librarians/media specialists per student, a different picture emerges. Since the start of the decade, all-elementary and all-secondary districts have consistently maintained a lower ratio of librarians/media specialists per student compared to unified districts. All-secondary districts did have greater losses than all-elementary districts, and they had slightly lower staffing ratios throughout most of the decade. However, sharp losses recently for both all-elementary and all-secondary districts have put staffing ratios for each at nearly the same level. In addition, unified districts dropped by one-quarter in their ratio of librarians/media specialists per student over the decade, but they still have a ratio nearly twice that of all-elementary and all-secondary districts.

This study's findings show how the dramatic losses in staff have impacted public school library/media centers, such as the reliance on part-time uncertified staff in elementary schools. Yet other studies demonstrate how such losses have impacted critical aspects of student achievement across the grade/school levels. For example, enjoyment of reading is strongly and positively linked to student achievement, and studies show the greatest predictor of reading enjoyment by third grade is the support of a library/media center staff (Klinger 2006). A groundbreaking study using data from the National Center for Education Statistics to document the impact of library/media center staff layoffs on fourth-grade reading scores found that, regardless of whether there were fewer classroom teachers school-wide, students in states that lost such staff tended to have lower reading scores or had a slower rise on standardized tests than students in states that gained such staff (Lance and Hofschire 2011). For older students advancing through middle and high school grades, access to digital media resources and professional guidance in using 21st-century learning tools is found to be critical for student success (Todd, 2011).

By School Poverty Level, Community Type, and Ethnic Minority Status

In this study of library/media centers and distribution of staff, particular attention is given to differences in staffing based on school poverty level and community type. This study's findings show that total staff in school library/media centers (full-time and part-time) differs substantially based on level of school poverty and community type. Since 2007, library/media centers in the wealthiest schools have lost librarians/media specialists while poorer schools have gained them: more were gained as poverty level increased. Library/media centers in small towns lost a small percentage of their total staff since 2007, but library/media centers in all other communities had net gains, particularly rural.

Schools with more moderate levels of poverty are more likely to have library/media centers with at least one full-time state-certified librarian/media specialist while schools with the highest and lowest poverty levels have fewer full-time librarians/media specialists. However, since 2007, the number of library/media centers with full-time librarians/media specialists has increased as poverty level has increased, and the number of full-time staff has also increased in rural and small town schools making schools across all communities more equalized. The number of part-time staff in library/media centers which do not have any full-time staff has increased more in the wealthiest schools and in suburban schools.

At first look, this study's findings show improvements in the staffing of library/media centers in the poorest schools and suggest that the staffing gap between the wealthiest and poorest schools is closing. However, a closer examination of the data shows otherwise. Although the poorest schools had a 40 percent increase in librarians/media specialists since 2007, there was only a small increase in the number of library/media centers with at least one full-time state-certified librarian/media specialist. Such findings suggest that little of the increase was used to expand the distribution of staff across schools and that it was chiefly used to keep pace with increasing enrollments in urban schools, primarily, by hiring additional part-time staff.

By comparing other measures of staff distribution, this study reveals how the staffing of library/media centers across districts is impacted by the number of schools and students represented. The study's analyses of staffing ratios (per school and per student) permit proportional comparisons that are more accurate across groups. By further studying staffing in the all-elementary and all-secondary districts, a closer examination of urban and rural schools with mostly poor and minority students is possible. (See the Methodology section on page 15 for more information on Units of Analysis.)

Staffing ratios for librarians/media specialists across poverty levels as well as ethnic minority status levels are of particular interest in this study since other studies show that the benefits associated with larger staffing and resources are proportionally greater for students who are poor, Black, Hispanic, and physically challenged (Kachel and Lance 2013). To build on staffing differences found within the largely poor urban and rural all-elementary and all-secondary districts, findings related to poverty level and ethnic minority status are presented here separately for each grade/school level and are discussed in comparison to unified schools districts.

All-Elementary Districts

Staffing in all-elementary district library/media centers was found to increase as both poverty level and ethnic minority status decreased. Further analysis, however, showed

that staffing in all-elementary districts varies more with ethnic minority status than with poverty level. Districts with low ethnic minority status, regardless of their poverty level, all have more librarians/media specialists per school than do districts with the high ethnic minority status. When taken together, the effect of poverty and ethnicity minority status on public school library/media center staffing is overwhelming. The wealthiest districts with low ethnic minority status have five times more librarians/media specialists per school than the poorest districts with the highest minority status.

Similar staffing patterns are found for the ratio of specialists per student, but only in relation to ethnic minority status. Poverty levels have little relationship with staffing per student ratios, but students in low ethnic minority status districts have four to five times more librarians/media specialists than students in high ethnic minority status districts.

All-Secondary Districts

In all-secondary districts, a similar picture emerges as that seen in all-elementary districts but with caveats. While the ratio of librarians/media specialists per school is inversely related to poverty level, it is also strongly related to ethnic minority status. But the relationship is not linear: the most ethnically diverse districts have more librarians/media specialists than districts both high and low in ethnic minority status. In the most ethnically diverse districts, the wealthiest schools have up to six times more librarians/media specialists than the poorest schools in high ethnic minority status districts.

Staffing per school in all-secondary districts is impacted more by poverty in high ethnic minority status districts than it is in low ethnic minority status districts. The distribution of librarians/media specialists per school in low ethnic minority status districts across different poverty levels is more equitable than it is in high ethnic minority status districts. In high ethnic minority status districts, the wealthiest schools have three to four times more librarians/media specialists than the poorest schools. While school poverty level is high related to the number of librarians/media specialists per school, the effects are more apparent in higher ethnic minority status districts.

When examining the ratio of librarians/media specialists per student in all-secondary districts, staffing is more highly associated with ethnic minority status than with poverty level. Low ethnic minority status districts, regardless of poverty level, have more librarians/media specialists per student than all other districts across the board, and, astonishingly, even the poorest schools in low ethnic minority status districts have 31 times more librarians/media specialists than the poorest schools in high ethnic minority status districts.

Unified Districts

Unified districts differ in staffing of library/media centers based on poverty levels but in unexpected ways: the poorest and wealthiest schools have higher ratios of librarians/media specialists per school than districts with more moderate poverty levels. Unified districts also differ slightly based on ethnic minority status but in a positive manner: the ratio of librarians/media specialists per school increases in unified districts as ethnic minority status increases.

The ratio of librarians/media specialists per student in unified districts is found to have little association with poverty level, but a negative relationship is apparent with ethnic minority status: unified districts with low ethnic minority status have slightly more librarians/media specialists per student.

To better gauge the trends in staffing across all-elementary and all-secondary districts, they were compared to unified districts. The unified district staffing ratio per school is the inverse of the ratios found in all-elementary and all-secondary districts, and it is positively related to ethnic minority status: unified districts with higher ethnic minority status have more librarians/media specialists per school. Staffing ratios per student in unified districts are similar to those in all-elementary and all-secondary districts: they are not strongly related to poverty level and are negatively related to ethnic minority status. Unified districts with lower ethnic minority status have more librarians/media specialists per student.

The wide disparities in library/media center staffing across schools based on poverty level and ethnic minority status are much more apparent in all-elementary and all-secondary districts, which have higher concentrations of both poor and minority students. These disparities undermine opportunities for schools to support poor and minority students through personalized instruction, networks of support, and access to 21st-century technological skills, which support is proven to increase graduation rates and improve performance levels starting earlier in students' academic careers. (New York Comprehensive Center 2011).

Support and Volunteer Staff

Nationally, the ratio of library/media center support staff *(i.e.,* paid aides and weekly volunteers) to librarians/media specialists is nearly four to one. However, the average ratio across the states varies widely and reaches as high as six to one. There are also sharp differences in support staff based on particular school characteristics. The largest ratios are reported in elementary schools, low-poverty schools, and suburban schools.

The importance of support and volunteer staff in library/media centers is well-documented in other studies. The state-level *Library Impact Studies*, which involve thousands of schools and millions of students, show that student achievement increases as much as 15 percent when there is adequate staffing, including at least one full-time certified librarian/media specialist and one full-time support person in the library/media center (Rodney 2002, IMLS 2012). An evaluation of Colorado's school program showed that support staff and volunteers contribute greatly to the effectiveness of library/media centers by assuming day-to-day activities, and the staff specialist can spend more time teaching students and collaborating with faculty and administration (Colorado Department of Education 2012).

Quality of Staff

This study's findings confirm that the vast majority of librarians/media specialists in public schools are highly qualified with a state-certification and that a majority also holds a state-certification for teaching or a master's degree in a library-related field. There are few differences between the grade/school levels in which staff who are state-certified as either librarians/media specialists or teachers are employed, but substantially more secondary level librarians/media specialists hold a master's degree in a library-related field than do those at the elementary level. Fewer library/media center staff in combined-grade schools have state certification or a master's degree.

While this study found that the poorest and wealthiest schools are not much different on numbers of state-certified staff, schools with more moderate poverty levels have

the most. Moderate poverty level schools are as likely as the wealthiest schools to have librarians/media specialists with master's degrees. Librarians/media specialists in suburban schools are more likely to have master's degrees than are librarians/media specialists working in other communities.

While these trends in qualifications are encouraging, they still show need for improvement, particularly in certifying librarians/media specialists for special education and alternative schools and in providing opportunities for more librarians/media specialists to receive advanced degrees in library and media sciences. Other studies have documented the positive impact of having school library/media center staff with professional credentials. A recent study of library/media centers in Washington State shows a strong correlation between presence of a credentialed librarian/media specialist and a higher graduation rate (Coker 2015). Studies in Colorado show that students averaged higher reading scores when they attended schools with a credentialed librarian/media specialist compared to schools whose library/media centers were managed by either non-credentialed or support staff (Lance and Hofschire 2012).

Availability of Resources

Book and Audio/Video Holdings

Other studies show that, when students have access to books and other print material they develop more positive attitudes toward reading and learning regardless of whether their books are borrowed or owned (Lindsay 2010). There is a collection of studies showing that the number of books per student in a school library/media center is a significant predictor of reading achievement, particularly when there is a library staff member to guide choice of material and provide motivation (Lindsay 2010, Krashen 2010, Krashen 2011).

This study found that the average number of book titles in public school library/media centers has increased nationally during the past decade, but the gains and losses have varied widely across states. On average, there are nearly 22 book titles per student in public school library/media centers, and the number of book titles per student does not differ much based on poverty level. However, the poorest schools have had the smallest increase in book titles since 2007. Secondary schools had a net loss in number of book titles over the past decade, and they currently have substantially fewer titles than elementary schools. Library/media centers in small town and rural schools have more book titles per student than those in inner city and suburban schools.

Library/media centers have far fewer audio/video holdings per student than book titles and, on average, there is less than one audio-video title per student in public school library/media centers. More audio/video holdings are reported in elementary and combined-grade schools, in schools with moderately high levels of poverty, and in schools mostly located in rural and small town communities. To manage the book and video holdings, nearly all library/media centers have been modernized to include automated catalog and circulation systems, but few have been upgraded to ensure that systems are accessible to staff and students with disabilities.

Electronics and the Internet

This study found that most public school library/media centers do provide staff and students and staff with a broad range of media resources, including certain portable

electronics (*e.g.,* video players/recorders and laptops) for use in school and at home. However, fewer than half of school library/media centers have laptops for students to use outside of school, and just over half have laptops for staff to use outside of school. Student access to laptops increases as poverty level declines. Middle schools report having slightly more laptops than schools at other grade levels.

Most library/media centers provide staff and students with computers and internet access, but differences are seen across schools based on poverty level. While the poorest schools tend to have access to fewer computers, for example, they do have a higher portion of computers connected to the internet compared to the wealthiest schools. Suburban library/media centers have more computer workstations than library/media centers in other communities, but they have slightly fewer computers connected to the internet.

Other studies show that increases in the use of technology for teaching, learning, and accountability have made library/media centers a critical space for both staff and students to access and learn new technology. Seventy-four percent of library/media center specialists in the *Library Impact Studies* in New York State report that they provide guidance to students in using digital resources at least once a week. (Small *et al.* 2010). The New York State studies provide further evidence that library/media centers play a particularly important role in narrowing achievement gaps and supporting at-risk students by providing technological equipment they may not have access to outside school (New York Comprehensive Center 2011).

Apart from computers and other electronic technologies, this study found that most library/media centers also provide students with access to online databases for use inside and outside school. The use of databases outside school, however, differs substantially according to poverty level and community type. As poverty level increases, access to databases at home decreases substantially. Suburban and inner city schools are much more likely to provide access to databases at school and at home than are rural and small town schools. Over a decade of studies conducted in various states provides strong evidence that, beyond the larger collections of print material, electronic resources—especially those accessible both at school and at home—also significantly raises test scores. (Rodney 2002, Lance *et al.* 2005, Achterman 2008, Todd 2011).

Expenditures

The annual expenditure for all information resources in public school library/media centers is found to be, on average, $16.00 per student. However, this study found that variations among states on spending is quite large, and the annual spending on library/media center resources tends to decline steadily as grade/school level increases. Library/media centers in combined-grade schools spend as much as $4.38 more per student than traditional-grade schools. Schools in small town communities spend more per student ($19.27) than schools in all other communities; suburban schools spend the least ($13.68).

This study also found that the poorest schools spend $4.00–5.00 more per student on library/media center resources than schools at all other income levels. Yet in spite of more spending, the poorest schools do not have more resources. They have similar numbers of book and audio/video holdings as the wealthiest schools, but both the poorest and the wealthiest schools have fewer holdings than schools at more moderate poverty levels. The poorest schools have substantially fewer computer workstations in library/media

centers, fewer laptops for student use outside, fewer video players/recorders, and less student access to databases from home.

This study's findings tend to fall short of other studies findings on library/media centers, which show that student achievement increases as the amount of money spent on library/media center print materials increases (Burgin *et al.* 2003, Quantitative Resources *et al.* 2003). Earlier studies showed that higher achieving schools often spent twice as much or more on library/media center programs as lower achieving schools (Lance *et al.* 2000). The additional funding for the neediest schools reported in the current study is encouraging, but it is not adequate. A recent *School Library Journal* national poll found that 94 percent of library/media center specialists use personal funds to help make ends meet (Barack 2014). That poll also showed that library/media center budgets are now being shifted away from print materials toward more expensive digital materials (*e.g.,* reference materials, e-books, and books on CD) and that further cuts in budgets are expected.

Accessibility and Use

This study's findings show that, on average, public school students visit their library/media center about once a week and check out one or more books weekly. Findings show that visits per week and the amount of materials checked out declines drastically as grade/school level increases. Students in special education and alternative schools visit library/media centers the least, and they check out fewer books than elementary and middle grade students.

While students in the poorest schools are found to have the fewest number of weekly visits, they also report slightly higher numbers of books and other materials checked out per week. Inner city school students make fewer visits per week than other students but, unlike the poorest students, inner city and suburban students check out the fewest books.

When other studies compared public school library/media centers to other sources for books, 83 percent of teachers reported that students get books from the school library/media center, 38 percent of teachers reported that students get books from the public library, and 20 percent of teachers reported that students get books from retailers (Scholastic and Gate 2009). Several state *Library Impact Studies* demonstrate that student achievement increases when students visit the school library/media center frequently and when the it is better staffed and open longer (Quantitative Resources 2003, Lance 2010, Lance *et al.* 2010).

Yet, in regards to hours of availability, this study examined students' independent use of library/media centers during school hours, before school hours, and after school hours and found that usage differs substantially according to grade/school level, poverty level, and community type. The poorest schools are less likely than other schools to allow students to use the library/media center independently during school hours as well as before or after school. Inner city and suburban schools are less likely than schools in other communities to provide independent access before school, and suburban schools provide less access after school.

Although technology has greatly improved students' access to library/media center materials and provides around–the-clock access to digital resources, a recent study of Pennsylvania public school library/media centers suggests that access to a physical school library and qualified staff member before and after school is equally important as

having access throughout the school day, particularly for minority students (Kachel and Lance 2013). Pennsylvania students are about four times more likely to earn "Advanced" writing scores with flexible scheduling and after-hours access, but Hispanic students are nearly seven times more likely to earn "Advanced" scores.

Conclusions and Implications

The positive role school library/media centers play in student achievement is well documented, and their impact on narrowing student achievement gaps is largely undisputed. Findings from this study confirm that disparities between staff and resources in library/media centers are more adverse for higher poverty schools and higher ethnic minority status schools. Trends in library/media center closings, staff reductions, and resource allocations over the past decade suggest that education policymakers and administrators have not uniformly agreed on the immediate and long-term value of library/media centers, and some have been unwilling to preserve them in the wake of school budget cuts and rising costs elsewhere.

Collectively, this study's findings—as well as findings from numerous other past and recent public school library/media center studies—identify three areas of policy that should be addressed immediately to improve the value-assessment of library/media centers in public schools and, consequently, to help increase student access to qualified library staff and to up-to-date printed and digital resources. These policy areas are: 1) restructuring staff and resources for 21st-century learning, 2) equalizing distribution of resources across schools regardless of poverty level and ethnic minority status, and 3) utilizing qualified staff more strategically in narrowing achievement gaps.

Policy Insights

1) Administrators and policymakers should better understand the role library/media centers have in transforming schools for the digital age and find ways to expand, rather than cut, library/media centers and qualified staff who have the training to help staff and students navigate the print and digital information world.
   - This study shows that, while the overall number of public schools with library/media centers is up slightly from a decade ago, the number of librarians/media specialists has only just started to improve after several years of decline. These trends have not kept pace with increases in student enrollment and new school openings. The shortage of staff and resources can severely limit the support library staff are able to lend to the instructional process. It can also prevent their successful management of the ongoing maintenance and updates required for print and digital resources.
   - This study shows that, while the vast majority of library/media center staff have a state certification, less than two-thirds have a teaching certification and just over half hold a master's degree in a library related field. As administrators

and teachers attempt to serve tech-savvy students, they will need more qualified staff to help digitize education and lead blended learning activities in school—to help bring equity, connectivity, and personalization to instruction (Blackboard 2014). One survey of library/media center staff showed that six years ago only 35 percent of staff were acquiring digital content for their library/media centers, but by 2015 that number had increased to 69 percent (Rosa 2016).

2) Policymakers should both condemn and mitigate the unequal distribution of staff in school library/media centers based on school and district ethnic minority status, and they should help mitigate the unequal distribution of library/media center resources based on poverty levels and other demographic factors.
   - While this study confirms that high poverty level schools have the fewest resources, it further reveals an unequal distribution of resources even *among* the poorest schools. The poorest schools with mostly White students have more librarians/media specialists than other schools, while the poorest schools with mostly ethnic minority students have the fewest librarians/media specialists of all. In fact, the poorest and mostly White schools have more librarians/media specialists than the wealthier and mostly ethnic minority schools.
   - Overall, schools with high ethnic minority status, regardless of poverty level, have fewer specialists than schools that are mostly White. These findings strongly suggest a layer of disenfranchisement that goes beyond socio-economic status, and questions should be asked as to the nature of these ethnic differences found in both the quality and accessibility of public school library/media center staff.

3) Policymakers should capitalize on the positive impact library/media centers and skilled librarians/media specialists can have in empowering staff and students through information resources, but especially in helping impoverished students achieve parity and narrow achievement gaps.
   - The impact of strong library/media center programs on the reading and writing achievement of students across all grade/school levels is well documented, and their impact on the achievement of poor and minority students is shown to be stronger than many other school and student demographic factors (Krashen 2011). However, this study shows that progress in library/media centers acquiring new resources and becoming 21st-century learning centers varies widely by state and, particularly, by school demographics and characteristics. Secondary schools have fewer resources than elementary schools, poor and high ethnic minority status schools have equal or more resources than wealthier schools but fewer skilled library staff to use and maintain resources, special education and alternative schools are improving but still have the fewest resources of all schools, and inner city schools are closing library/media centers altogether.
   - Education advocates, practitioners, and parents need to hold policymakers accountable for ensuring that all students have fully equipped library/media centers staffed by full-time and volunteer professionals with more flexible hours. Studies show that poor, ethnic minority students with learning challenges are at

least twice as likely to earn "Advanced" writing scores when they have access to full-time librarians/media specialists as are those without such access (Kachel and Lance 2013). A study of Colorado public school library/media centers showed that higher levels of staffing leads to longer hours of operation, to higher levels of staff activity, and to higher student usage. All of these lead, consequently, to higher student test scores (Lance and Hofschire 2012).

Current Policies

It is expected that education policies at the federal, state, and local levels should create the conditions necessary for students to master the content and skills required to function and be productive in society. These critical skills include reading, writing, and understanding subject matter as well as using ever-changing digital tools to conduct research, to communicate, and to engage in critical thinking and problem-solving. Public school library/media centers serve an essential role in students' attainment of 21st-century skills across the board but particularly in developing the skills for research and critical thinking (Hardy 2010, Bleidt 2011). Current education policies at the federal and state level reflect an awareness among many policymakers that modern library/media centers need to be broadly restructured to meet this challenge.

Federal Policies

The Every Student Succeeds Act (ESSA)—signed into law by President Barack Obama on December 10, 2015—supports effective public school library/media center programs that offer children new technology tools, help them develop critical thinking, and provide the reading and research skills essential to achievement in science, math, and all other STEM fields. ESSA authorizes the Innovative Approaches to Literacy program to allow the education secretary to "award grants, contracts, or cooperative agreements on a competitive basis," to promote literacy programs in low-income areas, including "developing and enhancing effective school library programs."

State Policies

In addition to recent federal polices that benefit public school library/media centers, at least 34 states have passed laws on staffing and operating library/media centers. These state laws vary widely with regard to content, and they include mandates for funding and expenditures, staffing ratios, certification of staff, and procurement of specific resources, especially technology. State laws also vary widely in their level of flexibility, with some states requiring only that their Board of Education adopt and maintain standards, guidelines, or regulations for library/media centers. Additionally, there are seven states where no specific laws could be identified for library/media center programs; those states did, however, have extensive guidelines and standards established to manage library/media centers and staffing. A state-by-state summary of requirements and guidelines for public school library/media center programs is found in this report in Appendix B.

Source Materials

Primary Sources

Common Core Data, Local Education Agency (School District) Universe Survey 2000–2001 through 2013–2014. Washington, D.C.: National Center for Education Statistics, U.S. Department of Education. Retrieved 6/14/16 from http://nces.ed.gov/ccd/aboutCCD.asp.

Schools and Staffing Survey 2003–2004, 2007–2008, and 2011–2012. Washington, D.C.: National Center for Education Statistics, U.S. Department of Education. Retrieved 6/14/16 from http://nces.ed.gov/surveys/sass/methods.asp.

Small Area Income and Poverty Estimates 2012. Washington, D.C.: U.S. Census Bureau. Retrieved 6/14/16 from https://www.census.gov/did/www/saipe/methods/index.html.

Secondary Sources

Achterman, D. 2008. *Haves, Halves, and Have-Nots: School Libraries and Student Achievement in California.* Unpublished doctoral dissertation, University of North Texas. Retrieved 6/14/16 from http://digital.library.unt.edu/permalink/meta-dc-9800:1.

Barack, L. 2014. "SLJ's 2014 Spending Survey: Savvy Librarians Are Doing More with Less." *School Library Journal*, April 15. Retrieved 6/14/16 from http://www.slj.com/2014/04/budgets-funding/sljs-2014-spending-survey-savvy-librarians-are-doing-more-with-less/.

Blackboard. 2014. "2014 Trends in Digital Learning Students' Views on Innovative Classroom Models." Retrieved. 6/14/16 from http://bbbb.blackboard.com/PTdigitallearningreport2014.

Bleidt, S.A. 2011. "How Students Utilize and Perceive Their School Library." *American Secondary Education*, 39(3). Retrieved 6/14/16 from http://ows.edb.utexas.edu/sites/default/files/users/jvh/ASE%20summer%202011.pdf.

Burgin, R., and Bracy, P.B. 2003. *An Essential Connection: How Quality School Library Media Programs Improve Student Achievement in North Carolina.* Spring, TX: Hi Willow Research and Publishing. Retrieved 6/14/16 from https://www.lrs.org/documents/impact/NCSchoolStudy.pdf.

Coker, E. 2015. *Certified Teacher-Librarians, Library Quality, and Student Achievement in Washington State Public Schools: The Washington State School Library Impact Study.* Washington Library Media Association. Retrieved 6/14/16 from https://wala.memberclicks.net/assets/WLMA/Advocacy/wslitreport_final%20revised7_14_15.pdf.

Colorado Department of Education. Revised 2013. *Colorado's Highly Effective School Library Programs: An Evaluative Rubric or 21st-Century Colorado School Librarians and their Library Program.* Colorado State Library and Improving Academic Achievement. Retrieved 6/14/16 from http://www.cde.state.co.us/sites/default/files/Revised%20HESL%20evidence%20outcomes.pdf.

Hardy, L. 2010. "The Future of Libraries." *American School Board Journal,* January. Retrieved 6/14/16 from http://www.asbj.com/MainMenuCategory/Archive/2010/January/0110pdfs/The-Future-of-Libraries.pdf.

Institute of Museum and Library Services. 2012. *PA School Library Project*. Education Law Center. Retrieved 6/14/16 from http://paschoollibraryproject.org/home.

Kachel, D.E. and Lance, K.C. 2013. "Latest Study: A full-time school librarian makes a critical difference in boosting student achievement." *School Library Journal,* March 7. http://www.slj.com/2013/03/research/librarian-required-a-new-study-shows-that-a-full-time-school-librarian-makes-a-critical-difference-in-boosting-student-achievement/#.

Kachel, D.E. and Lance, K.C. 2013. *Pennsylvania School Library Study: Findings and Recommendations.* Pennsylvania State Board of Education. Retrieved 6/14/16 from http://issuu.com/dkachel/docs/stateboardstudy/5?e=0.

Klinger, D. 2006. *School Libraries and Student Achievement in Ontario.* Toronto: The Ontario Library Association. A study by Queen's University and People for Education. Retrieved 6/14/16 from http://www.peopleforeducation.ca/wp-content/uploads/2011/07/School-Libraries-2006.pdf.

Krashen, S. 2011. "Protecting Students Against The Effects Of Poverty: Libraries." *New England Reading Association Journal* 46(2): 17–21. Retrieved 6/14/16 from http://www.sdkrashen.com/content/articles/protecting_students.pdf.

Krashen, S., Lee, S.Y., and McQuillan, J. 2010. "An analysis of the PIRLS (2006) data: Can the school library reduce the effect of poverty on reading achievement?" California School Library Association Journal, 34(1): 26–28. Retrieved 6/14/16 from http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/advocacy/Krashen_Lee_McQuillan_PIRLS.pdf.

Lance, K.C., Rodney, M.J., and Pennell-Hamilton, C. 2000. *Measuring Up to Standards: The Impact of School Library Programs and Information Literacy in Pennsylvania Schools.* Greensburg, PA: Pennsylvania Citizens for Better Libraries, Pennsylvania State Department of Education, Harrisburg, Office of Commonwealth Libraries. Retrieved 6/14/16 from http://files.eric.ed.gov/fulltext/ED446771.pdf.

Lance, K.C., Rodney, M.J., and Pennell-Hamilton, C. 2005. *Powerful Libraries Make Powerful Learners: The Illinois Study.* Canton, IL: Illinois School Library Media Association. Retrieved 6/14/16 from https://www.islma.org/pdf/ILStudy2.pdf.

Lance, K.C. 2010. "Increased Library Staff Links to Higher CSAP Scores." *Fast Facts: Recent Statistics from the Library Research Service,* November 23. Retrieved 6/14/16 from http://www.lrs.org/documents/fastfacts/287_CO3_Staffing_Test_Scores.pdf.

Lance, K.C., Rodney, M.J., and Schwarz, B. 2010. *The Idaho School Library Impact Study–2009: How Idaho Librarians, Teachers, and Administrators Collaborate for Student Success.* Boise: Idaho Commission for Libraries. Retrieved 6/14/16 from http://libraries.idaho.gov/doc/idaho-school-library-impact-study-2009.

Lance, K.C., and Hofschire, L. 2011. "Something to Shout About: New research shows that more librarians means higher reading scores." *School Library Journal,* September 1. Retrieved 6/14/16 from http://www.slj.com/2011/09/industry-news/something-to-shout-about-new-research-shows-that-more-librarians-means-higher-reading-scores/.

Lance, K.C., and Hofschire, L. 2012. *Change in School Librarian Staffing Linked with Change in CSAP Reading Performance, 2005 to 2011.* Denver: Library Research Service, Colorado Department of Education. Retrieved 6/14/16 from http://www.lrs.org/documents/closer_look/CO4_2012_Closer_Look_Report.pdf.

Lindsay, J. 2010. Children's Access to Print Material and Education-Related Outcomes: Findings from a Meta-Analytic Review. Naperville, IL: Learning Point Associates. Retrieved 6/14/16 from http://www.leepbook.com/eventdownloads/9059_RIFandLearningPointMeta-FullReport.pdf.

New York Comprehensive Center. 2011. *Informational Brief: Impact of School Libraries on Student Achievement.* Retrieved 6/14/16 from http://www.nysl.nysed.gov/libdev/nyla/nycc_school_library_brief.pdf.

Pribesh, S., Gavigan, K., and Dickenson, G. 2011. "The Access Gap: Poverty and Characteristics of School Library Media Centers." *The Library Quarterly,* 81(2): 143–160. Retrieved 6/14/16 from http://scholarcommons.sc.edu/libsci_facpub/64/.

Quantitative Resources, Miller, J., Want, J., and Whitacre, L. 2003. *Show Me Connection: How School Library Media Center Services Impact Student Achievement, 2002–2003.* Jefferson City: Missouri State Library, MO Department of Elementary and Secondary Education. Retrieved 6/14/16 from https://dese.mo.gov/sites/default/files/libraryresearch.pdf.

Rodney, M.J., Lance, K.C., and Hamilton-Pennell, C. 2002. *Make the Connection: Quality School Library Media Programs Impact Academic Achievement in Iowa.* Bettendorf: Iowa Area Education Agencies. Retrieved 6/14/16 from http://www.iowaaeaonline.org/vnews/display.v/ART/492b02e0d63b8.

Rosa, K. 2016. "The State of America's Libraries: A Report from the American Library Association 2016." *American Libraries*, special issue. Retrieved 6/14/16 from http://www.ala.org/news/sites/ala.org.news/files/content/state-of-americas-libraries-2016-final.pdf.

Scholastic Inc. and The Bill and Melinda Gates Foundation. 2010. *Primary Sources: America's Teachers on America's Schools.* Scholastic Publishing. Retrieved 6/14/16 from http://www.scholastic.com/primarysources/pdfs/Scholastic_Gates_0310.pdf.

Small, R.V., Shanahan K.A., and Stasak, M. 2009/2010. "The Impact of New York's School Libraries on Student Achievement and Motivation: Phase III." in 2010 in *School Library Research,* 13. Retrieved 6/14/16 from http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol13/SLR_ImpactofNewYork.pdf. (For Phases I and II see *School Library Research,* 12.)

Todd, R.J., Gordon, C., and Lu, Y. 2011. *One Common Goal: Student Learning.* New Brunswick: New Jersey Association of School Librarians, Rutgers University Center for International Scholarship in School Libraries. Retrieved 6/14/16 from http://cissl.rutgers.edu/images/stories/docs/njasl_phase%20_2_final.pdf.

Appendix A

Appendix A1. Number and percentage of U.S. public schools with a library/media center by state, SY 2011–12

	Total number of schools *	Number with library/ media center*	Percentage with library/ media center
United States	**90,010**	**81,180**	**90.19%**
State			
Alabama	1,410	1,240	87.94
Alaska	510 (!)	380	74.51
Arizona	2,010	1,600	79.60
Arkansas	940	920	97.87
California	9,770	8,280	84.75
Colorado	1,590	1,520	95.60
Connecticut	1,030	950	92.23
Delaware	220	190	86.36
District of Columbia	170	140	82.35
Florida	3,520	3,190	90.63
Georgia	2,370	2,300	97.05
Hawaii	280	240	85.71
Idaho	710	640	90.14
Illinois	3,920	3,690	94.13
Indiana	1,780	1,690	94.94
Iowa	1,170	1,120	95.73
Kansas	1,270	1,200	94.49
Kentucky	1,440	1,280	88.89
Louisiana	1,350	1,190	88.15
Maine	620	580	93.55
Maryland	1,360	1,340	98.53
Massachusetts	1,720	1,330	77.33
Michigan	3,350	2,880	85.97
Minnesota	1,940	1,570	80.93
Mississippi	1,010	870	86.14
Missouri	1,940	1,850	95.36
Montana	560	530	94.64
Nebraska	870	790	90.80
Nevada	590	520	88.14
New Hampshire	440	370	84.09
New Jersey	2,470	2,280	92.31
New Mexico	730	700	95.89
New York	4,620	3,870	83.77
North Carolina	2,550	2,340	91.76
North Dakota	350	330	94.29
Ohio	3,380	3,140	92.90
Oklahoma	1,480	1,470	99.32
Oregon	1,200	1,170	97.50
Pennsylvania	3,160	3,010	95.25
Rhode Island	280	270	96.43
South Carolina	1,180	1,140	96.61
South Dakota	430	390	90.70
Tennessee	1,710	1,670	97.66
Texas	8,300	7,420	89.40
Utah	940	850	90.43
Vermont	310	280	90.32
Virginia	2,040	1,910	93.63
Washington	2,010	1,720	85.57
West Virginia	760	650	85.53
Wisconsin	1,930	1,850	95.85
Wyoming	320	300	93.75

Source: U.S. Department of Education, National Center for Education Statistics (NCES), Schools and Staffing Survey (SASS), Public School and Public School Library Media Center Data Files, School Year (SY) 2011–12.

* Rounded to tens.

(!) Interpret with caution; coefficient of variation (CV) for estimate is between 30% and 50% (*i.e.,* standard error is at least 30% and less than 50% of the estimate).

Appendix A2. Percentage change over time in U.S. public schools that have library/media centers by state, SY 2003–04 through 2011–12

	Percentage change 2003–04 through 2007–08	Percentage change 2007–08 through 2011–12	Net percentage change 2003–04 through 2011–12	State rank
United States	**1.45%**	**-0.70%**	**1.38%**	
Alabama	4.46	-6.66	-2.26	35
Alaska	2.34	-15.09	-12.89	47
Arizona	2.46	-0.60	1.80	21
Arkansas	1.98	-1.13	0.87	25
California	3.53	0.15	3.65	15
Colorado	2.72	1.80	4.60	12
Connecticut	-3.03	0.73	-2.27	36
Delaware	-9.21	5.36	-3.44	42
District of Columbia	‡	2.35	‡	0
Florida	1.79	3.23	5.03	10
Georgia	-3.68	2.65	-1.05	30
Hawaii	-10.00	-4.29	-14.59	50
Idaho	1.32	1.54	2.74	20
Illinois	4.67	7.13	11.83	2
Indiana	4.50	-0.86	3.64	16
Iowa	-1.42	-1.17	-2.67	38
Kansas	0.73	-4.01	-3.31	40
Kentucky	-2.71	-0.81	-3.61	43
Louisiana	0.01	-0.25	-0.25	28
Maine	2.61	-2.05	0.45	27
Maryland	-4.43	8.33	3.93	14
Massachusetts	1.02	-13.27	-12.17	46
Michigan	14.36	-2.13	12.27	1
Minnesota	-7.11	4.73	-2.37	37
Mississippi	3.55	-2.46	1.14	23
Missouri	0.53	2.26	2.86	18
Montana	4.40	-0.16	4.24	13
Nebraska	14.64	-5.90	8.80	3
Nevada	0.03	-8.06	-8.06	45
New Hampshire	-6.83	-7.01	-13.91	49
New Jersey	2.18	5.31	7.51	7
New Mexico	-5.63	4.19	-1.31	32
New York	-2.52	-10.43	-12.93	48
North Carolina	-1.10	-2.74	-3.94	44
North Dakota	4.05	-3.01	0.89	24
Ohio	2.44	2.50	4.90	11
Oklahoma	-2.31	3.82	1.42	22
Oregon	2.29	5.10	7.30	8
Pennsylvania	1.66	3.95	5.65	9
Rhode Island	-1.58	-0.37	-1.87	34
South Carolina	2.07	1.11	3.31	17
South Dakota	-1.51	10.30	8.60	4
Tennessee	1.71	-1.14	0.56	26
Texas	-1.32	0.90	-0.50	29
Utah	-10.69	7.83	-2.87	39
Vermont	5.57	-6.78	-1.18	31
Virginia	2.93	-4.37	-1.37	33
Washington	-0.32	-3.13	-3.43	41
West Virginia	5.22	2.83	8.13	5
Wisconsin	3.92	-1.15	2.75	19
Wyoming	1.76	5.85	7.65	6

Source: U.S. Department of Education, NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2003–04; SY 2007–08; SY 2011–12.

‡ Reporting standards not met. The standard error is 50% or more of the estimate, or the response rate is below 50%.

Note: State rank columns are related to the preceding data columns.

Appendix A3. Number of full- and part-time librarians/media specialists in U.S. public schools by state, SY 2007–08 and SY 2011–12

	2007–08	2011–12	Percentage change 2007–11	State rank
United States	**81,790**	**88,520**	**8.2%**	
Alabama	1,580	1,410	-10.8	44
Alaska	260	280	7.7	24
Arizona	1,630	1,360	-16.6	48
Arkansas	1,090	1,150	5.5	28
California	5,220	7,720	47.9	1
Colorado	1,510	1,790	18.5	9
Connecticut	980	1,060	8.2	22
Delaware	170	190	11.8	16
District of Columbia	150	‡	‡	0
Florida	3,290	3,060	-7.0	42
Georgia	2,610	2,750	5.4	29
Hawaii	300	210	-30.0	49
Idaho	540	640	18.5	10
Illinois	3,640	4,810	32.1	3
Indiana	1,780	1,980	11.2	17
Iowa	1,150	1,450	26.1	5
Kansas	1,450	1,430	-1.4	37
Kentucky	1,380	1,230	-10.9	45
Louisiana	1,230	1,410	14.6	12
Maine	610	590	-3.3	38
Maryland	1,480	‡	‡	0
Massachusetts	1,330	1,250	-6.0	40
Michigan	2,900	2,780	-4.1	39
Minnesota	1,570	1,720	9.6	18
Mississippi	1,060	990	-6.6	41
Missouri	2,120	2,300	8.5	T/20
Montana	640	700	9.4	19
Nebraska	980	970	-1.0	35
Nevada	510	540	5.9	27
New Hampshire	370	400	8.1	23
New Jersey	2,090	2,500	19.6	8
New Mexico	520	750	44.2	2
New York	4,670	4,870	4.3	31
North Carolina	2,660	2,630	-1.1	36
North Dakota	360	410	13.9	13
Ohio	2,650	3,370	27.2	4
Oklahoma	1,710	1,770	3.5	33
Oregon	1,060	1,090	2.8	34
Pennsylvania	3,060	3,450	12.7	15
Rhode Island	380	400	5.3	30
South Carolina	1,220	1,300	6.6	26
South Dakota	320	390	21.9	6
Tennessee	1,790	1,910	6.7	25
Texas	7,300	7,610	4.2	32
Utah	770	870	13.0	14
Vermont	350	300	-14.3	47
Virginia	2,550	2,230	-12.5	46
Washington	1,960	1,810	-7.7	43
West Virginia	460	560	21.7	7
Wisconsin	2,110	2,290	8.5	T/20
Wyoming	260	300	15.4	11

Source: U.S. Department of Education, NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2007–08; SY 2011–12.

‡ Reporting standards not met. The standard error is 50% or more of the estimate, or the response rate is below 50%.

T/ State tied with another state on rank position.

Notes: Details may not sum to totals because of rounding. State rank columns are related to the preceding data columns.

Appendix A4. Percentage of library/media centers in U.S. public schools with at least one full-time paid, state-certified librarian/media specialist by state, SY 2007–08 and SY 2011–12

	Percentage 2007–08	State rank	Percentage 2011–12	State rank	Percentage change 2007–12
United States	**62.2%**		**66.4%**		**4.2%**
Alabama	93.4	2	96.4	3	3.0
Alaska	31.9	49	29.7	48	-2.2
Arizona	49.9	33	45.3	43	-4.6
Arkansas	87.1	9	89.3	8	2.2
California	18.9	51	25.2	49	6.3
Colorado	48.5	36	57.7	35	9.2
Connecticut	78.3	15	66.3	27	-12.0
Delaware	77.6	17	75.9	18	-1.7
District of Columbia	42.7	43	‡	0	‡
Florida	88.0	8	75.8	19	-12.2
Georgia	91.4	3	93.7	4	2.3
Hawaii	81.3	14	67.3	26	-14.0
Idaho	32.3	48	45.8	42	13.5
Illinois	50.2	32	54.0	40	3.8
Indiana	45.7	38	67.6	25	21.9
Iowa	36.3	46	59.8	33	23.5
Kansas	62.1	25	73.6	20	11.5
Kentucky	84.1	10	84.5	9	0.4
Louisiana	83.5	12	81.0	11	-2.5
Maine	35.7	47	44.9	44	9.2
Maryland	67.5	22	‡	0	‡
Massachusetts	43.6	40	54.3	38	10.7
Michigan	40.1	44	41.1	45	1.0
Minnesota	58.2	28	61.0	32	2.8
Mississippi	88.3	6	92.1	5	3.8
Missouri	84.1	11	79.7	13	-4.4
Montana	58.5	27	68.2	23	9.7
Nebraska	49.9	34	64.7	28	14.8
Nevada	76.3	19	80.8	12	4.5
New Hampshire	65.2	24	73.1	21	7.9
New Jersey	73.7	20	83.0	10	9.3
New Mexico	43.1	42	62.3	30	19.2
New York	77.3	18	78.6	14	1.3
North Carolina	90.1	4	90.8	T/6	0.7
North Dakota	44.3	39	68.0	24	23.7
Ohio	43.4	41	63.9	29	20.5
Oklahoma	65.3	23	76.6	17	11.3
Oregon	27.9	50	33.2	47	5.3
Pennsylvania	82.5	13	77.9	15	-4.6
Rhode Island	72.5	21	68.5	22	-4.0
South Carolina	95.3	1	90.8	T/6	-4.5
South Dakota	37.1	45	37.9	46	0.8
Tennessee	89.3	5	97.6	1	8.3
Texas	77.9	16	77.7	16	-0.2
Utah	46.8	37	53.6	41	6.8
Vermont	50.9	31	55.5	37	4.6
Virginia	88.1	7	96.9	2	8.8
Washington	58.6	26	61.8	31	3.2
West Virginia	56.5	29	54.1	39	-2.4
Wisconsin	53.5	30	57.0	36	3.5
Wyoming	49.1	35	58.4	34	9.3

Source: U.S. Department of Education, NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2007–08; SY 2011–12.

‡ Reporting standards not met. The standard error is 50% or more of the estimate, or the response rate is below 50%.

Notes: Percentages are based on total number of paid professional library/media center staff including full- and part-time. Details may not sum to totals because of rounding. State rank columns are related to the preceding data columns.

Appendix A5. Total number of full- and part-time librarians/media specialists (professional staff), support staff, and volunteers in library/media centers by state, SY 2011–12

	Total number of librarians/ media specialists (professional staff)	Total number of aides and clerical staff (support staff)	Total number of regularly scheduled volunteers during most recent full week	Ratio of professionals to all support staff and volunteers
United States	**88,520**	**55,010**	**273,260**	**3.71 to 1**
Alabama	1,410	530	4,450	3.53
Alaska	280	190	‡	‡
Arizona	1,360	990	4,590	4.10
Arkansas	1,150	470	3,560	3.50
California	7,720	5,010	29,830	4.51
Colorado	1,790	910	5,370	3.51
Connecticut	1,060	830	3,840	4.41
Delaware	190	30 (!)	610	3.37
District of Columbia	‡	‡	‡	‡
Florida	3,060	2,050	13,080	4.94
Georgia	2,750	1,830	10,210	4.38
Hawaii	210	110 (!)	690 (!)	3.81 (!)
Idaho	640	380	1,320	2.66
Illinois	4,810	2,790	10,930	2.85
Indiana	1,980	1,430	6,270	3.89
Iowa	1,450	1,100	1,430	1.74
Kansas	1,430	980	2,220	2.24
Kentucky	1,230	730	3,300	3.28
Louisiana	1,410	250	3,800	2.87
Maine	590	400	1,450	3.14
Maryland	‡	‡	‡	‡
Massachusetts	1,250	540	6,850	5.91
Michigan	2,780	2,200	7,930	3.64
Minnesota	1,720	1,740	3,720	3.17
Mississippi	990	290	1,490	1.80
Missouri	2,300	1,220	4,700	2.57
Montana	700	250	780	1.47
Nebraska	970	720	1,070	1.85
Nevada	540	300	960	2.33
New Hampshire	400	260	1,080	3.35
New Jersey	2,500	780	10,650	4.57
New Mexico	750	510	1,640 (!)	2.87 (!)
New York	4,870	2,950	10,840	2.83
North Carolina	2,630	1,170	10,700	4.51
North Dakota	410	250	320	1.39
Ohio	3,370	2,420	10,680	3.89
Oklahoma	1,770	1,090	4,140	2.95
Oregon	1,090	920	4,680	5.14
Pennsylvania	3,450	2,070	9,570	3.37
Rhode Island	400	60	630 (!)	1.73 (!)
South Carolina	1,300	750	4,760	4.24
South Dakota	390	270	210	1.23
Tennessee	1,910	900	6,610	3.93
Texas	7,610	5,500	25,940	4.13
Utah	870	600	2,210 (!)	3.23 (!)
Vermont	300	190	620	2.70
Virginia	2,230	1,360	8,210	4.29
Washington	1,810	1,480	9,500	6.07
West Virginia	560	90 (!)	2,310	4.29 (!)
Wisconsin	2,290	2,090	3,630	2.50
Wyoming	300	250	490	2.47

Source: U.S. Department of Education, NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2011–12.

‡ Reporting standards not met. The standard error is 50% or more of the estimate, or the response rate is below 50%.

(!) Interpret with caution; coefficient of variation (CV) for estimate is between 30% and 50% (*i.e.,* standard error is at least 30% and less than 50% of the estimate).

Note: Paid professional staff includes state-certified librarians/media specialists and other staff with paid full- or part-time library/media center positions; excludes aides and clerical staff.

Appendix A6. Characteristics of librarians/media specialists in U.S. public schools by state, SY 2011–12

	Percentage of staff who are state-certified librarians/ media specialists	Percentage who are state-certified classroom teachers	Percentage with a master's degree in a library-related field *
United States	**82.9%**	**63.0%**	**51.8%**
Alabama	94.8	88.5	86.0
Alaska	66.8	35.0	24.2
Arizona	64.1	47.9	24.5
Arkansas	89.9	82.8	72.1
California	54.5	22.0	16.8
Colorado	70.5	47.8	43.8
Connecticut	83.1	62.5	65.3
Delaware	79.0	59.2	62.0
District of Columbia	‡	‡	‡
Florida	93.4	79.4	43.9
Georgia	91.5	70.5	85.8
Hawaii	97.5	84.2	84.2
Idaho	65.7	41.6	7.3
Illinois	67.5	52.9	38.4
Indiana	83.5	58.8	47.9
Iowa	85.9	69.3	49.3
Kansas	88.1	70.5	63.5
Kentucky	96.4	89.3	88.2
Louisiana	85.8	86.4	25.4
Maine	77.9	46.9	58.6
Maryland	‡	‡	‡
Massachusetts	78.4	55.5	57.1
Michigan	76.0	52.4	43.3
Minnesota	86.6	63.3	47.0
Mississippi	92.4	74.3	26.9
Missouri	90.3	73.1	42.7
Montana	93.0	77.8	18.6
Nebraska	86.1	76.7	49.3
Nevada	83.7	79.2	54.4
New Hampshire	86.2	57.6	55.5
New Jersey	87.9	74.8	64.8
New Mexico	68.9	44.7	18.7
New York	86.8	58.0	79.9
North Carolina	88.2	72.4	80.9
North Dakota	87.3	75.9	11.4
Ohio	85.6	48.2	46.7
Oklahoma	94.1	74.0	70.9
Oregon	67.1	40.4	24.3
Pennsylvania	93.7	72.8	58.1
Rhode Island	96.3	56.5	76.6
South Carolina	94.0	70.5	88.9
South Dakota	78.5	58.4	17.7
Tennessee	97.2	82.4	69.7
Texas	90.2	76.6	61.9
Utah	64.4	38.3	13.4
Vermont	92.4	60.5	51.7
Virginia	96.0	82.3	61.0
Washington	78.1	68.1	34.6
West Virginia	78.5	75.0	34.4
Wisconsin	90.5	69.8	49.5
Wyoming	78.6	60.3	32.8

Source: U.S. Department of Education, NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2011–12.

* A library-related field refers to degrees in librarianship, library science, information science, educational media, instructional design, or instructional technology.

‡ Reporting standards not met. The standard error is 50% or more of the estimate, or the response rate is below 50%.

Note: Percentages are based on total number of librarians/media specialists, including full- and part-time.

Appendix A7. Percentage of library/media centers in U.S. public schools with various technological services by state, SY 2011–12

	With automated circulation system	With automated catalog(s) for student/staff use	With technology to assist students/ staff with disabilities *
United States	**90.3%**	**88.3%**	**31.0%**
Alabama	98.5	96.0	26.0
Alaska	58.0	63.1	20.1
Arizona	78.5	77.5	27.6
Arkansas	97.4	97.4	24.4
California	82.5	78.5	20.0
Colorado	88.9	93.2	36.6
Connecticut	84.1	84.5	35.5
Delaware	97.1	95.1	31.0
District of Columbia	‡	‡	‡
Florida	91.4	93.9	37.9
Georgia	98.2	96.3	42.8
Hawaii	97.9	96.0	‡
Idaho	85.6	75.5	19.5
Illinois	81.6	80.3	24.6
Indiana	88.9	89.7	31.3
Iowa	95.8	94.5	32.0
Kansas	99.2	92.2	26.2
Kentucky	93.0	91.0	30.6
Louisiana	86.9	83.9	35.8
Maine	88.6	85.6	28.8
Maryland	‡	‡	‡
Massachusetts	70.9	68.1	35.5
Michigan	87.1	83.6	35.9
Minnesota	92.1	91.5	27.6
Mississippi	86.5	71.9	23.8
Missouri	97.3	93.8	26.2
Montana	87.9	77.6	25.1
Nebraska	93.6	90.0	38.4
Nevada	98.3	97.8	20.7
New Hampshire	94.4	91.3	23.0
New Jersey	86.5	85.7	32.1
New Mexico	86.3	87.3	26.5
New York	93.8	94.2	31.7
North Carolina	95.5	95.9	40.7
North Dakota	80.5	77.6	23.3
Ohio	94.1	91.1	29.7
Oklahoma	86.4	84.1	23.7
Oregon	93.3	90.0	38.8
Pennsylvania	91.0	89.4	25.3
Rhode Island	76.7	72.9	12.3
South Carolina	97.2	95.2	31.9
South Dakota	69.3	75.1	24.1
Tennessee	98.1	92.3	26.9
Texas	96.8	93.2	40.3
Utah	85.8	86.1	30.2
Vermont	80.6	84.5	25.8
Virginia	97.3	95.7	40.5
Washington	93.6	92.2	35.4
West Virginia	74.9	69.0	30.5
Wisconsin	97.9	96.0	36.8
Wyoming	95.5	95.5	24.6

Source: U.S. Department of Education, NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2011–12.

* Includes TDD and specially equipped workstations.

‡ Reporting standards not met. The standard error is 50% or more of the estimate, or the response rate is below 50%.

Appendix A8. Number of book titles and audio-visual holdings* in library/media centers by state and per 100 students,** SY 2006–07 and SY 2010–11

	Average number book titles at end of 2006–07	Average number book titles at end of 2010–11	Difference in book titles between 2007 and 2011	State rank	Average number of book titles per 100 students at end of 2010–11	State rank	Average number of audio-visual holdings per 100 students at end of 2010–11
United States	**11,710**	**12,780**	**10,070**		**2,188**		**81**
Alabama	10,030	11,080	1,050	19	2,114	28	106
Alaska	9,280	10,000	720	26	5,077	1	564
Arizona	14,320	12,810	-1,510	47	1,988	35	44
Arkansas	11,510	10,140	-1,370	46	1,880	43	68
California	13,440	14,450	1,010	21	2,065	30	38
Colorado	10,220	11,280	1,060	18	2,101	29	44
Connecticut	12,840	12,940	100	40	2,405	20	81
Delaware	12,400	19,670	7,270	1	2,835	12	36
District of Columbia	6,750	‡	‡	0	‡	0	‡
Florida	13,380	15,600	2,220	5	1,904	40	91
Georgia	12,980	14,760	1,780	10	1,909	39	107
Hawaii	14,820	12,270	-2,550	49	1,514	49	65
Idaho	9,120	10,360	1,240	14	2,378	21	60
Illinois	11,180	13,170	1,990	9	2,453	19	68
Indiana	12,150	14,760	2,610	4	2,486	18	76
Iowa	10,160	10,830	670	29	2,603	16	29
Kansas	10,980	12,470	1,490	13	3,564	7	127
Kentucky	10,480	10,440	-40	41	2,026	32	162
Louisiana	10,090	9,070	-1,020	45	1,951	36	106
Maine	10,600	11,100	500	33	3,393	8	135
Maryland	9,640	‡	‡	0	‡	0	‡
Massachusetts	10,920	10,610	-310	42	1,664	47	57
Michigan	10,700	10,870	170	38	2,065	31	49
Minnesota	14,490	14,900	410	34	2,760	13	88
Mississippi	9,520	10,590	1,070	17	1,862	44	91
Missouri	11,290	12,380	1,090	16	2,624	15	135
Montana	9,380	10,210	830	23	3,570	6	129
Nebraska	9,950	12,000	2,050	7	3,629	5	93
Nevada	14,100	14,720	620	30	1,674	46	35
New Hampshire	10,920	10,280	-640	44	2,134	27	105
New Jersey	12,250	12,830	580	32	2,172	26	100
New Mexico	10,660	13,620	2,960	3	3,057	11	111
New York	11,590	13,140	1,550	11	1,898	41	65
North Carolina	11,110	11,500	390	35	1,940	37	122
North Dakota	10,230	11,250	1,020	20	3,728	3	202
Ohio	10,610	10,100	-510	43	1,889	42	102
Oklahoma	9,130	11,260	2,130	6	2,676	14	87
Oregon	15,030	12,970	-2,060	48	2,569	17	49
Pennsylvania	12,590	14,100	1,510	12	2,302	23	53
Rhode Island	8,540	9,220	680	28	1,993	34	65
South Carolina	11,770	15,210	3,440	2	2,246	25	68
South Dakota	10,600	10,750	150	39	3,370	9	‡
Tennessee	10,440	11,290	850	22	1,756	45	132
Texas	12,310	14,340	2,030	8	2,261	24	88
Utah	10,840	11,020	180	37	1,652	48	60
Vermont	11,310	12,080	770	24	4,010	2	183
Virginia	11,280	12,520	1,240	15	2,018	33	103
Washington	12,260	12,870	610	31	2,325	22	47
West Virginia	7,860	8,570	710	27	1,923	38	53
Wisconsin	13,070	13,810	740	25	3,125	10	178
Wyoming	10,160	10,540	380	36	3,714	4	92

Source: U.S. Department of Education, NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2006–07; SY 2011–12 (average); SY 2011–12 (per student).

* Includes all copies of any tape, CD, DVD, or Blu-ray.

** Ratios computed as weighted sum of survey item (book titles, audio-visual holdings) across all libraries, divided by total enrollment, with the result multiplied by 100.

‡ Reporting standards not met. The standard error is 50% or more of the estimate, or the response rate is below 50%.

Note: State rank columns are related to the preceding data columns.

Appendix A9. Percentage of library/media centers in U.S. public schools that provide various technological devices by state, SY 2011–12

	DVD, Blu-ray, or VCR for student/ staff use	State rank	Laptops for student use outside	State rank	Laptops for staff use outside	State rank
United States	**83.2%**		**40.2%**		**54.3%**	
Alabama	95.4	6	46.7	17	59.9	15
Alaska	69.9	45	50.6	11	46.2	38
Arizona	78.8	38	33.0	39	51.4	23
Arkansas	94.2	7	29.5	41	48.1	T/32
California	58.9	48	20.8	47	40.7	45
Colorado	91.1	11	52.7	9	64.5	T/11
Connecticut	86.6	T/20	46.5	18	61.1	14
Delaware	81.4	31	41.6	25	48.6	30
District of Columbia	‡	0	‡	0	‡	0
Florida	89.6	T/15	40.5	26	70.2	6
Georgia	97.6	2	51.2	10	78.7	3
Hawaii	43.0 (!)	0	‡	0	‡	0
Idaho	81.5	T/29	9.9	48	22.1	48
Illinois	79.9	36	39.4	30	48.1	T/32
Indiana	89.6	T/15	33.2	38	50.2	29
Iowa	86.4	22	59.5	3	66.3	9
Kansas	97.7	1	58.0	6	58.2	17
Kentucky	86.6	T/20	34.2	36	51.3	24
Louisiana	85.9	24	48.4	14	66.8	7
Maine	75.8	40	48.1	15	53.1	20
Maryland	‡	0	‡	0	‡	0
Massachusetts	84.5	26	33.6	37	42.6	43
Michigan	80.8	34	39.9	27	51.3	25
Minnesota	86.3	23	39.8	28	57.6	19
Mississippi	89.5	17	22.7	46	46.3	36
Missouri	89.2	18	34.8	T/34	44.1	42
Montana	93.3	9	34.8	T/34	50.6	27
Nebraska	92.5	10	71.8	1	71.8	5
Nevada	65.2	47	28.6	43	41.2	44
New Hampshire	96.1	T/3	58.4	5	66.7	8
New Jersey	79.9	37	46.5	19	45.4	41
New Mexico	83.7	28	36.4	32	65.2	10
New York	81.3	32	38.3	31	45.8	40
North Carolina	93.6	8	57.3	7	86.1	1
North Dakota	75.6	42	45.1	22	52.7	21
Ohio	81.5	T/29	45.5	21	48.5	31
Oklahoma	87.7	19	42.3	23	46.2	39
Oregon	74.4	43	35.3	33	50.4	28
Pennsylvania	75.7	41	39.5	29	46.3	37
Rhode Island	72.4	44	26.0	45	22.9	47
South Carolina	96.1	T/3	49.1	13	79.0	2
South Dakota	77.5	39	48.0	16	51.9	22
Tennessee	90.2	13	46.3	20	57.9	18
Texas	90.5	12	42.1	24	59.2	16
Utah	84.8	25	28.0	44	34.2	46
Vermont	80.2	35	58.5	4	64.5	T/11
Virginia	90.1	14	60.8	2	74.7	4
Washington	84.1	27	29.0	42	47.9	34
West Virginia	68.6	46	32.1	40	47.5	35
Wisconsin	95.7	5	50.4	12	63.0	13
Wyoming	81.2	33	56.8	8	51.1	26

Source: U.S. Department of Education, NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2011–12.

‡ Reporting standards not met. The standard error is 50% or more of the estimate, or the response rate is below 50%.

T/ State tied with another state on rank position.

(!) Interpret with caution; coefficient of variation (CV) for estimate is between 30% and 50% (*i.e.,* standard error is at least 30% and less than 50% of the estimate).

Note: State rank columns are related to the preceding data columns.

Appendix A10. Percentage of library/media centers in U.S. public schools that have computer workstations for student and/or staff use by state, SY 2011–12

	Percentage with computer workstations	State rank	Average number of computer workstations	Percentage workstations with internet access	State rank
United States	**96.6%**		**18**	**95.3%**	
Alabama	97.2	25	13	99.4	T/10
Alaska	79.7	49	12	97.9	17
Arizona	89.1	46	17	90.6	42
Arkansas	100.0	T/1	15	99.5	T/6
California	95.0	T/37	15	97.5	19
Colorado	98.4	17	23	95.9	T/27
Connecticut	96.9	T/29	25	88.2	46
Delaware	98.2	19	20	99.8	T/3
District of Columbia	‡	0	‡	‡	0
Florida	97.4	T/22	21	93.4	37
Georgia	99.3	7	18	99.5	T/6
Hawaii	98.1	T/20	15	97.2	T/22
Idaho	98.6	T/12	13	95.8	29
Illinois	96.4	32	19	89.6	45
Indiana	97.1	27	17	95.5	30
Iowa	98.7	T/10	24	91.2	40
Kansas	95.0	T/37	15	96.7	24
Kentucky	97.3	24	16	97.8	18
Louisiana	98.5	T/14	16	99.5	T/6
Maine	85.4	47	8	99.1	12
Maryland	‡	0	‡	‡	0
Massachusetts	98.5	T/14	21	96.2	T/25
Michigan	98.3	18	24	94.9	T/32
Minnesota	94.4	T/40	29	94.2	34
Mississippi	97.0	28	11	99.6	T/3
Missouri	99.0	9	21	98.6	T/13
Montana	96.2	34	18	95.0	31
Nebraska	95.0	T/37	19	96.2	T/25
Nevada	97.4	T/22	17	100.0	1
New Hampshire	100.0	T/1	18	93.7	35
New Jersey	97.2	26	18	97.3	T/20
New Mexico	100.0	T/1	11 (!)	89.7	44
New York	98.7	T/10	22	91.6	39
North Carolina	98.5	T/14	20	99.9	2
North Dakota	96.6	31	15	82.5	47
Ohio	94.4	T/40	17	98.5	15
Oklahoma	96.0	35	13	94.9	T/32
Oregon	99.7	5	20	95.9	T/27
Pennsylvania	93.6	43	20	97.2	T/22
Rhode Island	94.3	42	15	98.6	T/13
South Carolina	100.0	T/1	20	93.5	36
South Dakota	84.7	48	11	90.9	41
Tennessee	98.1	T/20	16	99.8	4
Texas	96.9	T/29	14	98.1	16
Utah	90.3	45	14	90.0	43
Vermont	95.1	36	15	99.4	T/10
Virginia	99.5	6	19	82.1	48
Washington	96.3	33	22	97.3	T/20
West Virginia	92.8	44	19	81.2	49
Wisconsin	98.6	T/12	23	93.3	38
Wyoming	99.2	8	13	99.5	T/6

Source: U.S. Department of Education, NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2011–12 (percentage); SY 2011–12 (average).

‡ Reporting standards not met. The standard error is 50% or more of the estimate, or the response rate is below 50%.

T/ State tied with another state on rank position.

(!) Interpret with caution; coefficient of variation (CV) for estimate is between 30% and 50% (*i.e.,* standard error is at least 30% and less than 50% of the estimate).

Note: State rank columns are related to the preceding data columns.

Appendix A11. Percentage of library/media centers in U.S. public schools that provide student access to online licensed databases* by state, SY 2011–12

	Percentage of ALL library/media centers providing student access to online licensed databases	State rank	Among those providing access, percentage providing classroom access**	State rank	Among those providing access, percentage providing home access**	State rank
United States	**86.4%**		**94.8%**		**78.4%**	
Alabama	88.6	T/22	96.3	20	82.3	19
Alaska	78.9	40	93.7	T/30	51.5	48
Arizona	78.2	43	85.8	47	53.8	47
Arkansas	95.4	2	95.6	25	84.7	12
California	70.9	48	92.4	36	60.1	43
Colorado	82.6	35	91.7	38	79.3	26
Connecticut	79.9	39	98.7	T/6	91.4	5
Delaware	93.3	12	95.7	T/23	84.0	T/13
District of Columbia	‡	0	‡	0	‡	0
Florida	95.1	6	98.7	7	91.7	4
Georgia	90.3	17	99.6	2	90.8	6
Hawaii	78.4	42	100.0	1	97.6	1
Idaho	87.5	T/25	90.6	42	56.5	45
Illinois	78.7	41	96.0	22	84.0	T/13
Indiana	80.8	37	92.3	37	73.6	31
Iowa	95.2	T/4	97.9	9	94.2	2
Kansas	84.9	31	96.6	17	70.0	35
Kentucky	80.5	38	96.9	T/12	79.5	25
Louisiana	84.3	32	98.8	4	81.0	T/22
Maine	90.4	16	96.7	T/14	74.9	30
Maryland	‡	0	‡	0	‡	0
Massachusetts	76.0	T/45	91.5	39	67.5	37
Michigan	82.9	34	90.7	41	65.4	42
Minnesota	89.1	T/20	81.5	49	77.6	29
Mississippi	69.2	49	89.3	43	71.0	34
Missouri	88.6	T/22	91.3	40	68.0	36
Montana	93.8	11	87.3	46	66.9	40
Nebraska	94.1	T/8	95.5	26	82.2	20
Nevada	94.3	T/7	93.7	T/30	81.9	21
New Hampshire	89.1	T/20	98.8	5	82.4	18
New Jersey	85.1	30	94.0	29	82.8	17
New Mexico	86.5	28	87.5	45	59.1	44
New York	96.6	1	96.9	T/12	93.9	3
North Carolina	94.3	T/7	96.2	21	81.0	T/22
North Dakota	94.1	T/8	93.7	T/30	79.0	27
Ohio	92.7	14	97.7	10	78.5	28
Oklahoma	86.2	29	92.7	33	72.7	33
Oregon	81.2	36	92.6	T/34	73.6	32
Pennsylvania	86.8	27	92.6	T/34	67.2	38
Rhode Island	75.5	47	87.7	44	67.0	39
South Carolina	95.2	T/4	99.4	3	88.7	9
South Dakota	88.6	T/22	96.5	18	54.9	46
Tennessee	89.7	19	96.4	19	80.3	24
Texas	93.3	13	97.6	11	84.8	11
Utah	83.4	33	82.7	48	83.0	T/15
Vermont	78.1	44	96.7	T/14	85.2	10
Virginia	90.5	15	98.3	T/6	90.7	7
Washington	89.9	18	95.0	27	83.0	T/15
West Virginia	76.0	T/45	95.7	T/23	47.2	49
Wisconsin	95.3	3	94.4	28	88.9	8
Wyoming	87.5	T/25	96.7	T/14	66.2	41

Source: U.S. Department of Education, NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2011–12.

* Online licensed databases are supplied by commercial vendors via the Internet; they may include indexes, abstracts, full-text article databases, or full-text reference sources such as encyclopedias, almanacs, biographical sources, and other fact-finding sources.

** Percentage based *only* on the library/media centers that provide students with access to online licensed databases.

‡ Reporting standards not met. The standard error is 50% or more of the estimate, or the response rate is below 50%.

T/ State tied with another state on rank position.

Note: State rank columns are related to the preceding data columns.

Appendix A12. Average expenditure per school on library information resources in U.S. public schools by state, SY 2006–07 and SY 2010–11

	Average expenditure on book titles 2006–07	Average expenditure on book titles 2010–11	Difference spent on book titles between 2006–07 and 2010–11	State rank	Average expenditure on ALL* information resources per 100 students** 2010–11	State rank
United States	**$ 6,620**	**$ 6,010**	**$ -610**		**$ 1,600**	
Alabama	7,670	2,630	-5,040	47	731	47
Alaska	2,820	3,780	+960	5	2,519	4
Arizona	6,730	3,290	-3,440	45	960	41
Arkansas	6,080	6,390	+310	13	1,600	22
California	7,620	5,600	-2,020	39	1,025	37
Colorado	5,630	4,650	-980	30	1,123	35
Connecticut	7,220	5,820	-1,400	35	1,701	19
Delaware	5,780	4,770	-1,010	31	941	43
District of Columbia	7,030	‡	‡	0	‡	0
Florida	7,370	5,960	-1,410	36	1,098	36
Georgia	7,840	7,360	-480	22	1,306	31
Hawaii	5,520	3,070	-2,450	41	643	48
Idaho	3,220	2,750	-470	21	845	46
Illinois	5,210	5,700	+490	10	2,031	14
Indiana	6,420	5,610	-810	28	1,454	28
Iowa	4,250	4,280	+30	15	1,444	29
Kansas	5,500	5,500 (!)	‡	0	2,242	9
Kentucky	6,920	6,380	-540	24	1,768	17
Louisiana	7,210	3,700	-3,510	46	1,758	18
Maine	5,330	4,630	-700	27	2,260	8
Maryland	8,860	‡	‡	0	‡	0
Massachusetts	5,290	5,830	+540	9	1,379	30
Michigan	2,870	3,600	+730	8	1,013	39
Minnesota	6,170	4,820	-1,350	34	1,640	21
Mississippi	8,280 (!)	5,570	‡	0	1,303	32
Missouri	9,020	7,020	-2,000	38	2,123	13
Montana	4,300	3,650	-650	25	2,151	12
Nebraska	4,080	4,510	+430	11	2,164	11
Nevada	10,440	7,350	-3,090	43	1,023	38
New Hampshire	8,150	6,550	-1,600	37	2,178	10
New Jersey	5,360	5,150	-210	17	1,547	25
New Mexico	9,990	6,680	-3,310	44	8,219	0
New York	6,790	8,390	+1,600	3	1,925	15
North Carolina	7,170	6,900	-270	19	1,585	24
North Dakota	4,220	5,030	+810	7	2,428	5
Ohio	4,460	3,240	-1,220	33	906	45
Oklahoma	5,560	4,750	-810	29	1,591	23
Oregon	4,120	3,430	-690	26	1,128	34
Pennsylvania	8,220	7,110	-1,110	32	1,668	20
Rhode Island	4,860	2,700	-2,160	40	922	44
South Carolina	8,560	8,100	-460	20	1,547	26
South Dakota	4,920	5,250	+330	12	2,294	7
Tennessee	5,290	6,190	+900	6	1,196	33
Texas	8,090	8,080	-10	16	2,354	6
Utah	8,390	5,700	-2,690	42	1,003	40
Vermont	6,400	6,500	+100	14	3,289	2
Virginia	7,700	9,560	+1,860	2	1,886	16
Washington	4,500	3,990	-510	23	946	42
West Virginia	2,610	4,080	+1,470	4	1,504	27
Wisconsin	11,140	10,920	-220	18	3,793	1
Wyoming	4,710	7,540	+2,830	1	3,202	3

Source: U.S. Department of Education, NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2006–07 (average); SY 2010–11 (average); SY 2010–11 (per student).

* Includes books, periodicals, audio/visual materials, database licensing, and software; does *not* include salaries, computer hardware, or audio/visual equipment

** Ratios computed as weighted sum of survey item (expenditure) across all libraries, divided by total enrollment, with the result multiplied by 100.

‡ Reporting standards not met. The standard error is 50% or more of the estimate, or the response rate is below 50%.

(!) Interpret with caution; coefficient of variation (CV) for estimate is between 30% and 50% (*i.e.,* standard error is at least 30% and less than 50% of the estimate).

Notes: Expenditures on book titles per 100 students for 2006–07 not available. State rank columns are related to the preceding data columns.

Appendix A13. Average number of student visits to library/media centers in U.S. public schools and average number of books checked out during most recent full school week per 100 students * by state, SY 2011–12

	Average number student visits (per 100 students)	Average number books or other materials checked out (per 100 students)
United States	**100**	**110**
Alabama	100	130
Alaska	120	100
Arizona	90	120
Arkansas	70	100
California	80	90
Colorado	120	80
Connecticut	110	100
Delaware	60	70
District of Columbia	‡	‡
Florida	80	100
Georgia	120	120
Hawaii	90	40 (!)
Idaho	140	170
Illinois	100	110
Indiana	100	120
Iowa	140	120
Kansas	150	170
Kentucky	120	130
Louisiana	90	90
Maine	90	100
Maryland	‡	‡
Massachusetts	80	50
Michigan	90	110
Minnesota	130	130
Mississippi	70	110
Missouri	110	120
Montana	130	140
Nebraska	110	140
Nevada	80	100
New Hampshire	110	70
New Jersey	70	70
New Mexico	90 (!)	120 (!)
New York	100	60
North Carolina	110	130
North Dakota	120	130
Ohio	90	90
Oklahoma	130	150
Oregon	100	120
Pennsylvania	80	110
Rhode Island	60	80
South Carolina	90	120
South Dakota	120	130
Tennessee	90	130
Texas	100	130
Utah	110	100
Vermont	140	110
Virginia	90	140
Washington	120	110
West Virginia	80	90
Wisconsin	140	150
Wyoming	140	130

Source: U.S. Department of Education, NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2011-12

* Ratios computed as weighted sum of survey item (student visits, books and other materials checked out) across all libraries, divided by total enrollment, with the result multiplied by 100.

‡ Reporting standards not met. The standard error is 50% or more of the estimate, or the response rate is below 50%.

(!) Interpret with caution; coefficient of variation (CV) for estimate is between 30% and 50% (*i.e.,* standard error is at least 30% and less than 50% of the estimate).

Appendix A14. Percentage of library/media centers in U.S. public schools available for independent student use during specific times by state, SY 2011–12

	Before school	State rank	After school	State rank	During regular school hours	State rank
United States	**57.1%**		**54.0%**		**89.0%**	
Alabama	47.8	40	45.2	39	96.3	8
Alaska	48.3	39	68.5	10	84.8	38
Arizona	56.6	26	52.3	29	79.4	46
Arkansas	72.5	8	63.1	14	96.9	4
California	50.1	36	56.4	23	84.4	39
Colorado	66.9	T/14	61.8	16	90.2	25
Connecticut	38.5	45	32.2	47	79.6	45
Delaware	45.1	41	46.9	T/35	68.3	49
District of Columbia	‡	0	‡	0	‡	0
Florida	65.4	18	53.0	28	90.0	26
Georgia	74.7	4	61.3	17	99.8	1
Hawaii	90.6	1	90.8	1	98.1	2
Idaho	67.6	13	62.2	15	96.4	7
Illinois	49.1	38	51.0	31	79.9	43
Indiana	49.8	37	43.8	40	88.3	31
Iowa	61.2	22	56.2	24	96.7	5
Kansas	57.4	25	54.3	26	91.5	24
Kentucky	59.7	24	47.2	34	87.9	32
Louisiana	56.4	28	33.0	46	95.8	T/9
Maine	53.8	32	54.1	27	85.3	36
Maryland	‡	0	‡	0	‡	0
Massachusetts	40.2	43	50.0	32	81.3	42
Michigan	38.0	47	37.3	44	78.3	47
Minnesota	54.4	31	46.9	T/35	89.9	27
Mississippi	66.9	T/14	51.7	30	93.7	18
Missouri	73.2	6	69.4	T/7	92.9	22
Montana	70.3	11	67.3	11	94.0	T/16
Nebraska	69.1	12	69.4	T/7	91.7	23
Nevada	75.8	3	80.6	2	89.2	29
New Hampshire	50.2	35	46.6	37	85.0	37
New Jersey	35.4	48	40.9	41	83.4	41
New Mexico	64.2	T/19	58.7	20	93.2	T/19
New York	39.7	44	46.2	38	88.9	30
North Carolina	66.8	16	57.8	21	93.2	T/19
North Dakota	73.1	7	80.1	3	95.4	12
Ohio	38.5	46	37.2	45	87.1	33
Oklahoma	56.5	27	54.4	25	94.4	14
Oregon	70.8	10	59.6	18	86.1	35
Pennsylvania	53.5	33	38.0	43	83.9	40
Rhode Island	34.7	49	31.8	48	75.7	48
South Carolina	81.5	2	77.7	4	94.2	15
South Dakota	56.2	29	66.4	13	93.2	T/19
Tennessee	60.0	23	48.8	33	89.6	28
Texas	72.1	9	73.2	5	95.8	10
Utah	66.1	17	72.8	6	86.6	34
Vermont	55.4	30	59.3	19	94.0	T/16
Virginia	64.2	T/19	39.0	42	96.5	6
Washington	73.9	5	68.7	9	94.5	13
West Virginia	43.7	42	28.8	49	79.7	44
Wisconsin	52.4	34	56.6	22	95.7	T/9
Wyoming	63.0	21	66.8	12	97.2	3

Source: U.S. Department of Education, NCES, SASS, Public School and Public School Library Media Center Data Files, SY 2011–12.

‡ Reporting standards not met. The standard error is 50% or more of the estimate, or the response rate is below 50%.

T/ State tied with another state on rank position.

Note: State rank columns are related to the preceding data columns.

Appendix B

Appendix B1. State Requirements and Guidelines for for School Library/Media Center Programs

State	Requirements
Alabama	Funds certified library/media center specialists in all schools. "Instructional support units are calculated in the classification of principal, assistant principal, counselor, and librarian as recommended in the accreditation standards for elementary schools, middle schools, secondary schools, and unit schools of the commissions that comprise the Southern Association of Colleges and Schools (SACS)." Alabama Admin. Code: http://www.alabamaadministrativecode.state.al.us/docs/ed/290-2-1.pdf
Alaska	Established a public school library/media center collection development grant program with maximum grants of $3,000 per fiscal year for eligible public school libraries to expand and improve their collections. To be eligible for the grant program, a library must be a public school library established and supported by the school district where the district contributes from its budget an amount no less than the grant award or contributes in-kind value of services. Alaska Stat. Ann. §14.56.360(a),(b) (West 2008) http://www.legis.state.ak.us/basis/statutes.asp#14.56.030
Arizona	Does not require school library/media centers, but the governing board of a school district may establish, maintain, and report on its library/media centers to the Superintendent of Public Instruction. http://www.azleg.gov/ars/15/00362.htm
Arkansas	Requires public schools to budget and spend yearly for purchasing and maintaining library/media center resources and include input from teachers, parents, and students in the acquisition of instructional materials. The role of the library/media center shall support technology as a tool for learning. Schools with more than 300 students must employ a full-time, licensed library media specialist; schools with more than 1500 students must employ two full-time library media specialists; schools with fewer than 300 students are entitled to employ a halftime, licensed school library media specialist. The library media specialist(s) shall ensure that access to records and resource data bases shall be available to students and assist students in the development and use of research skills. Also requires a collection of at least 3,000 volumes or at least eight (8) books per student enrolled and that each media center is equipped with one computer for administrative purposes only for multimedia/networking capacity. Ark. Admin. Code §00.5.15.2-16.0 http://170.94.37.152/REGS/005.19.04-011F-7253.pdf
California	Funds school library/media centers through the California School and Library Improvement Block Grant. West's Ann. Cal. Educ. Code. §41570 (West 2005) http://codes.findlaw.com/ca/education-code/edc-sect-41570.html http://www.cde.ca.gov/ci/cr/lb/schlibrarystds.asp
Colorado	Utilizes a regional library/media center service system that is a consortium of publicly supported library/media centers within a designated geographic area whose members are comprised of public libraries, school districts, academic libraries, and special libraries and cooperatives. Funding is appropriated by the Colorado General Assembly and allocated by the Colorado State Librarian or designee. More than $5.7 million was appropriated for statewide library/media center programs in 2010. Colorado Department of Education: http://www.cde.state.co.us/cdelib/librarylaw/contents

Appendix B1. State Requirements and Guidelines for for School Library/Media Center Programs (continued)

State	Requirements
Connecticut	No regulations for school library/media center staffing or funding but have regulations as part of New England Association of Schools and Colleges (NEASC), and these affect only high schools. NEASC: https://cpss.neasc.org/getting-started/standards-indicators/school-resources-learning
Delaware	No legislation or regulations regarding school library/media centers were identified but state standards have been developed. http://www2.lib.udel.edu/slc/docs/Standards%20for%20School%20LMC%202002.pdf
Florida	Requires district school boards, district school superintendents, and school principals of K–12 schools to establish and maintain a program of school library/media center services for all public schools in the district but requires no staffing. FLA. STAT. ANN. §1006.28 (West 2011) http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1006/Sections/1006.28.html http://www.fldoe.org/academics/standards/subject-areas/library-media-services-instructional-t
Georgia	No legislation or regulations regarding school library/media centers were identified but standards for library/media center services have been developed. https://www.georgiastandards.org/resources/Pages/Tools/LibraryMedia.aspx
Hawaii	No legislation or regulations regarding school library/media centers were identified but policies and procedures for library/media center services and content have been developed. http://www.hawaiipublicschools.org/BeyondTheClassroom/LibraryServices/Pages/home.aspx
Idaho	No legislation or regulations regarding school library/media centers were identified but Idaho Department of Education published a book and website on developing school library/media center programs with a philosophy of creating lifelong learners. Idaho School Librarian's Information Manual, 2004: http://www.sd282.org/curriculum/curr/docs%5CSLIM%5C2004%20SLIM%20Manual.pdf
Illinois	Requires a library/media center be available to students and staff run by a qualified individual (or one who meets professional development requirements). A grant program was established in 1989 to fund school library/media centers, providing 75 cents per student based on official enrollment of the preceding September 30 of the academic year. If, in particular circumstances, a district relies on a public library/media center collection for resources, the district must maintain evidence that students receive library/media center instruction. 23 ILL. ADMIN. CODE tit. 23 §1.420(o) (2011) and Illinois Library System Act, 75 ILCS §10/8.4 (Sept. 22, 2008). Guidelines developed by Illinois School Library Media Association School Library Media Program Guidelines: Linking for Learning (2010) http://www.isbe.net/rules/archive/pdfs/oneark.pdf

Appendix B1. State Requirements and Guidelines for for School Library/Media Center Programs (continued)

State	Requirements
Indiana	Requires all schools to have a media program that is an integral part of the educational program. A licensed media specialist shall supervise the media program. Each school shall spend at least eight dollars ($8) per student per year from its 22200 account to maintain its media program. Indiana State Board of Education; 511 IAC 6.1-5-6; filed Jan 9, 1989, 11:00 a.m.: 12 IR 1192; readopted filed Oct 12, 2001, 12:55 p.m.: 25 IR 937; readopted filed Nov 20, 2007, 11:36 a.m.: 20071219-IR-511070386RFA) IND. ADMIN. CODE tit. 511, r. 5 (2007) file:///C:/Users/Owner/Downloads/A00050.PDF http://www.doe.in.gov/sites/default/files/licensing/school-librarian.pdf
Iowa	Passed a 2006 amendment to State School Code requiring the Board of Directors in each school district to establish a K–12 library/media center program and employ a qualified teacher library/media center specialist licensed by the board of educational examiners. IOWA CODE ANN. §336.8 (2006) Iowa Department of Education: https://www.legis.iowa.gov/docs/code/336.8.pdf https://www.educateiowa.gov/sites/files/ed/documents/0708_pk12_schoollibraryproguidelines.pdf
Kansas	The State Board of Education shall adopt and maintain standards, criteria, guidelines, or rules and regulations for school library/media centers and other educational materials with the exception of textbooks. KAN. STAT. ANN. §72-7513 (West 2001) http://kslegislature.org/li_2012/b2011_12/statute/012_000_0000_chapter/012_012_0000_article/012_012_0087_section/012_012_0087_k/
Kentucky	Obligates the Board of Education of each local school district to establish and maintain a library/media center in every elementary and secondary school to promote information literacy, literacy and technology in the curriculum, and to facilitate teaching, student achievement, and lifelong learning. KY. REV. STAT. ANN. §158.102(1) (Baldwin 2000). http://www.lrc.ky.gov/Statutes/statute.aspx?id=3437 http://education.ky.gov/curriculum/conpro/Libmed/Pages/default.aspx
Louisiana	No requirements for school library/media centers or funding for school library/media centers. Guidelines recommend that schools provide relevant print and digital resources and have a library/media center specialist available dependent on enrollment numbers. Guidelines for Library Media Programs in Louisiana Schools (2004): http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/library-guide.pdf?sfvrsn=4
Maine	Requires each library/media center maintain a collection with various media and electronic resources overseen by a certified specialist who may service multiple schools. Resources should be available to enrolled students during school hours and the Comprehensive Education Plan shall address updating and maintaining library/media center resources. Chapter 125 Basic Approval Standards: www.maine.gov/sos/cec/rules/05/071/071c125.doc

Appendix B1. State Requirements and Guidelines for for School Library/Media Center Programs (continued)

State	Requirements
Maryland	Requires each school system to establish a library/media center program run by certified specialist for all students and include at least a collection involving various media and literacy and library instruction within an adequate physical facility. School staff must be sure to integrate and develop the instructional programs, collaborate with teachers and provide professional development, and provide access to the outside community. Each school system should also develop a program implementation document to be reviewed and updated regularly. The State Department of Education should periodically review the school system library/media center programs and submit results to the appropriate local school superintendent. COMAR (Code of Maryland Regulations): http://www.dsd.state.md.us/comar/comarhtml/13a/13a.05.04.01.htm
Massachusetts	Requires school districts to establish school libraries and non-print media services including acquiring or renting library and non-print media material, resources, and appropriate equipment as well as appropriate personnel. GEN. LAWS ANN. Ch. 15, §1R (2012) https://malegislature.gov/Laws/GeneralLaws/PartI/TitleII/Chapter15
Michigan	No legislation or regulations regarding school library/media centers were identified but Guidelines for Michigan School Library Programs call for students to actively participate in well-equipped and staffed library/media centers that have programming focusing on three areas: teaching and learning to support classroom curriculum, information access and delivery in various formats, and program administration at an exemplary level. http://www.mimame.org/uploads/8/2/6/5/826513/mislmpguidesrevfinal2.pdf
Minnesota	Funds are allocated based on the goals and programs in the current The State of Minnesota LSTA Five-Year Plan 2008–2012 to enhance, expand and strengthen the efficiency, reach, and effectiveness of library programs and services (CFDA 45.310 Title 20 - Education Chapter 72 - Museum and Library Services, Subchapter II - Library Services and Technology, P.L. 104-208, as amended by P.L. 108-81). UFARS: https://www.imls.gov/assets/1/AssetManager/MNplan2012.pdf
Mississippi	Requires school districts to employ in each school a licensed librarian or media specialist who devotes no more than one-fourth of the workday to library/media center administrative activities. If student enrollment is 499 or less, a half-time licensed librarian or media specialist is required. If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required. {MS Code 37-17-6(3)(a-e)} 5.1, 5.2 Mississippi Department of Education Public School Accountability Standards (p.20) http://www.mde.k12.ms.us/docs/accreditation-library/revised-10-9-12-2012-stds.pdf
Missouri	No legislation or regulations regarding school library/media centers were identified but the Missouri Department of Education developed Standards for School Library Media Centers and determined that library/media center expenditures for materials should be at least 1 percent of the state average per eligible student. Missouri Department of Elementary and Secondary Education: https://dese.mo.gov/quality-schools/library-media-centers https://dese.mo.gov/educator-quality/educator-effectiveness/educator-standards/librarian-standards

Appendix B1. State Requirements and Guidelines for for School Library/Media Center Programs (continued)

State	Requirements
Montana	Requires certified teaching librarian staff and physical facilities based on student population. Residents may also use the school library/media centers as long as such use does not interfere with school use. Students are to be taught media and literacy skills and skills to interact responsibly in a global society. Collaboration with teachers and long range planning for the collection and school curriculum should reflect the standards being taught to students and reflect the authentic contributions of Montana's American Indians and other ethnic and minority groups. Montana Code Annotated 2009: 20-7-202. History: En. 75-7517 by Sec. 388, Ch. 5, L. 1971; R.C.M. 1947, 75-7517. 20-7-203. 75-7518 by Sec. 389, Ch. 5, L. 1971; R.C.M. 1947, 75-7518. 10.55.1801 http://opi.mt.gov/Curriculum/libmedia/
Nebraska	The library/media center must provide a wide range of materials, be available to students for the entire school day, contribute to information literacy, and support the local curriculum. The library/media center should be staffed by a certified librarian depending on the enrollment numbers. Each library/media center must maintain one encyclopedia (print or electronic) published within five years and obtain at least 25 new titles every year for elementary schools and 150 titles in High Schools (numbers change when including digital resources). Middle and high schools must subscribe to particular numbers of periodicals. Nebraska Department of Education: http://www.nebraskasc3.org/files/NE-Dept-of-Ed-Title-92-Chapter-10.pdf
Nevada	No legislation or regulations regarding school library/media centers were identified. Nevada Department of Education http://www.doe.nv.gov
New Hampshire	Each school must have a library/media center specialist and there must be a written plan for the upkeep and cataloguing of the collection. http://www.nhpolicy.org/UploadedFiles/Reports/citizensguide.pdf
New Jersey	No legislation or regulations regarding school library/media centers were identified but state guidelines for library/media center services have been developed. https://njla.org/sites/default/files/2016ESSAandNJSchoolLibraryPrograms.pdf
New Mexico	Established a school library/media center materials fund in the state treasury from which the State Department of Education may distribute money to school districts, state institutions, and governmentally controlled schools to pay for the cost of purchasing school library/media center materials. Funding is obtained through appropriations, gifts, grants, donations, and bequests and distributed through state administration. N.M. STAT. ANN. §22-15C-5 (West 2006) http://law.justia.com/codes/new-mexico/2011/chapter22/article15C/ http://nmla.org/docs/NM_Task_Force_for_School_Library_Standards_RevMar04.pdf

Appendix B1. State Requirements and Guidelines for for School Library/Media Center Programs (continued)

State	Requirements
New York	Currently, each district is required to have a certified library/media center specialist, unless equivalent service can be provided alternatively in particular circumstances involving enrollment numbers. Each library/media center receives $6.25/student in funding. In 2012, the New York Board of Regents accepted 2020 Vision and Plan for Library Services that implements curriculum aligned with the Common Core State Standards, promotes instructional leadership and access to the library/media center and encourages flexible scheduling. Current Laws NYCRR TITLE 8 –EDUCATION - §91. Statutory authority: Education Law, § 207, Last reviewed 3/15/10 http://www.nysl.nysed.gov/libdev/excerpts/finished_regs/912.htm http://www.p12.nysed.gov/technology/library/newyorkconsolidated-laws.html Pending Legislation New York A 6784/S 3931 – (In Committee) School District Library Requirement: Requires each school district in the state to have and maintain a school library/media center in each primary and secondary school in the district and to employ a certified school library/media center specialist for such school library/media center. Senate Bill S3931 https://www.nysenate.gov/legislation/bills/2015/s3931/amendment/original Assembly Bill 6784 https://www.nysenate.gov/legislation/bills/2015/a6784/amendment/a New York Board of Regents, 2012) Vision 2020 recommendations: http://www.nysl.nysed.gov/libdev/adviscns/rac/2020final/priorities.htm
North Carolina	No legislation or regulations regarding school library/media centers were identified but there are standards for School Library Media Coordinators. North Carolina Evaluation Process: School Library Media Coordinator: Users' Guide, Draft, November 2012: http://www.dpi.state.nc.us/docs/effectiveness-model/ncees/standards/media-spec-standards.pdf
North Dakota	No legislation or regulations regarding school library/media centers were identified but standards for library/media center programs have been developed. https://www.nd.gov/dpi/uploads/201/SchLibMediaProgram_Rubric.pdf
Ohio	No legislation or regulations regarding school library/media centers were identified but extensive guidelines on school library/media center management have been developed to ensure students can meet Ohio's Education Standards. Ohio Department of Education: http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1703&ContentID=13952&Content=129210

Appendix B1. State Requirements and Guidelines for for School Library/Media Center Programs (continued)

State	Requirements
Oklahoma	Requires a certified school library/media center specialist in every school district and a half-time certified library/media center specialist in schools with student enrollment lower than 300. Collections should include various current formats, and promote professional development among teachers. An ongoing evaluation program should determine if the qualifications are being met. O.A.C. §210:35-9-71 (1992), 210:35-3-121-4, 126-128. http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/Library%20Media%20Services_2.pdf
Oregon	Legislation adopted in 2009 under "Continuous Improvement Plans" requires school districts to identify goals toward implementing a "strong school library program." These goals concern management, staff, K–12 library skills, equitable access, development and maintenance of library/media center collections, and staff development. Oregon Association of School Libraries, OASL on Strong School Library Programs: http://www.olaweb.org/oasl-hb-2586-and-continuous-improvement-planning
Pennsylvania	Mandates library/media centers in many educational settings, but not in public schools. For example, the state mandates libraries in: (i) private, not public, elementary and secondary schools (22 Pa Code 55.33, 57.21, 59.23); (ii) hospitals (28 Pa Code 101.31 and Chapter 145); (iii) clinical laboratories (28 Pa Code 5.32); (iv) practical nursing programs (49 Pa Code 29.211); (v) barber schools (49 Pa Code 3.73); (vi) cosmetology schools (49 Pa Code 7.130); (vii) the General Assembly (101 Pa Code3.38); (viii) institutions of higher education (22 Pa Code 31.41); and (ix) juvenile facilities and adult prisons (based on court orders). Testimony Presented to Pennsylvania House of Representatives House Education Committee on School Libraries in Pennsylvania August 22, 2012 (see page 4) http://www.psla.org/assets/Documents/Publications/Board-of-Ed-Report/Testimonies/SZ-School-Library-Testimony-8-22-12-6.pdf
Rhode Island	Mandate for school library/media center specialists changed several years ago and is now a non-specific requirement for high-quality library/media centers in the Basic Education Program. Rhode Island Department of Elementary and Secondary Education: http://www.ride.ri.gov/Portals/0/Uploads/Documents/Inside-RIDE/Legal/BEP.pdf
South Carolina	Requires PK through grade 5 schools with fewer than 375 students to provide at least half-time services of a certified library/media center specialist. Schools with 375 or more students must provide the services of a full-time certified library/media center specialist. For Grades 6–12, depending on student enrollment numbers, schools must provide varying amounts of student access to a professional library/media center specialist. Under "43-231. Defined Program K–5" and "Basic Program/Curriculum for Grades 6–8" and "43-234. Defined Program, Grades 9–12" From: 43-205. (Statutory Authority: S.C. Code Ann. Section 59-5-60 (2004), 20 U.S.C. Section 6301 et seq. (2002) [No Child Left Behind Act of 2001], and S.C. Code Ann. Section 59-59-10 et seq. (Supp. 2005)) South Carolina Legislature: Section 59-59-10 et seq. (Supp. 2005)) South Carolina Legislature: http://ed.sc.gov/scdoe/assets/File/SAG3InstructionalProgramCurriculum.pdf

Appendix B1. State Requirements and Guidelines for for School Library/Media Center Programs (continued)

State	Requirements
South Dakota	**State does** not require certified library/media center specialists in schools; but some school districts, however, do. State requirements are in place for a library/media center endorsement certificate and content standards for library/media center programs. http://library.sd.gov/LIB/SLC/#.V9bcMPkrLAV
Tennessee	Requires one full-time library/media center information specialist for K–8 schools with student enrollment of 550 or more and high schools with an enrollment ranging from 300 to less than 1,500 students; requires one half-time library/media center information specialist for K–8 schools with 400-549 students and high schools with enrollments fewer than 300 students; and requires a staff member designated by the principal to serve as the library/media center information coordinator for K–8 schools with fewer than 400 students. TENN. R & REGS. tit. 0520, ch. 0520-01-03.07(2)(a) (2002) http://tntel.tnsos.org/TEL-Dept_of_Ed-Legislation-0520-01-03.pdf
Texas	Texas standards are student-success centric and are evaluated in six different areas. Number of requirements for staffing not given, only that the library/media center specialist manages staff, volunteers, and partners to support the curriculum, to satisfy learners' diverse needs, and to encourage lifelong learning. No numbers are given for funding either. The code states that, "The librarian advocates for funding and manages school library program budgets to build and maintain a program with resources and services that support a curriculum designed to develop information-literate students who achieve success in the classroom and function effectively in the community." Title 13. Cultural Resources Part I. Texas State Library and Archive Commission Chapter 4. School Library Programs Subchapter A. Standards and Guidelines Section 4.1 https://www.tsl.state.tx.us/ld/schoollibs/sls/introduction.html#components
Utah	Requires that, along with other criteria, each school, regardless of size, should have one certified library/media center specialist with more as enrollment increases. Budgets shall be sufficient to guarantee that the collection, print and non-print, is renewed annually at a minimum rate of 5%. Additionally, one-time federal, state, or grant funds may supplement the school library/media center budget, but must not supplant ongoing budgeted district and/or local funding. https://cosslc.wikispaces.com/file/view/Utah+School+Media+Center+Standards+2003.pdf
Vermont	Requires schools with 300+ students to employ a certified library/media center specialist. Schools should adopt a plan that provides for future growth and ensures access to a varied collection, explains policy for challenged materials, teaches proper skills to students, and offers staff support with curriculum. State of Vermont Department of Libraries: https://www.imls.gov/sites/default/files/state-profiles/plans/vermont5yearplan.pdf
Virginia	Requires a library/media center specialist depending on student enrollment, beginning with a half-time specialist for up to 299 students in elementary, middle, and high schools and a full-time specialist if enrollment is more than 300 students. § 22.1-253.13:2. http://www.pen.k12.va.us/instruction/library/index.shtml

Appendix B1. State Requirements and Guidelines for for School Library/Media Center Programs (continued)

State	Requirements
Washington	No legislation or regulations regarding school library/media centers were identified. Funding has not yet been appropriated, but guidelines are established for schools to have a library/media center specialist depending on enrollment numbers. The prototype is for funding that is blind to income level of the school population but focuses instead on the base needs of every school to assist achievement for all students in the state. http://www.k12.wa.us/EdTech/Standards/teacherlibrarians/ http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.320.240 New Legislation (Indefinitely postponed) H 1331 School library and technology programs. http://apps.leg.wa.gov/billinfo/summary.aspx?bill=1331
West Virginia	No legislation or regulations regarding school library/media centers were identified, but state has standards for library/media center content and objectives. https://wvde.state.wv.us/policies/p2520.17.pdf http://mds.marshall.edu/cgi/viewcontent.cgi?article=1168&context=etd
Wisconsin	Constitution requires the Common School Fund be used for "the support and maintenance of common schools, in each school district, and the purchase of suitable libraries and apparatus. . . ." Each year, the fund's earnings are allocated to every K–12 public school district based upon the number of children aged 4 through 20 living therein (Common School Fund distributions for 2011–12 school year were $26.54 per child). Does not apply to staffing or textbooks. Records Retention Schedule for Library Operations. Wisconsin Department of Public Instruction: http://dpi.wi.gov/sfs/aid/categorical/common-school-fund
Wyoming	Every five years, funding and staffing formulas are recalibrated; last recalibrated in 2010. Model details library/media center staffing as 1:288 ADM in elementary schools and 1:105-630 in middle and high schools. Over and under these ADM levels, staffing is to be prorated accordingly. Recommendations for staffing calibration to Wyoming Department of Education (2015): http://legisweb.state.wy.us/InterimCommittee/2015/SSRRpt0903AppendixG.pdf

Entries adapted from the Pennsylvania School Librarians Association, the University of Pittsburgh's School of Information Sciences, and the Education Law Center as part of the IMLS National Leadership Grant Supporting the Infrastructure Needs of 21st Century School Library Program 2013. http://paschoollibraryproject.org/

Great Public Schools for Every Student

NEA Research
1201 16th Street, N.W.
Washington, D.C. 20036-3290
www.nea.org

20394 1116 hls