

School Libraries Count!
A National Survey of School Library Media Programs 2007

almost one LMS FTE. For schools with enrollments u

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staffed by fewer than four people average three to four hours per week planning with teachers, while those staffed by five and six people average almost five and more than six hours per week, respectively, for this activity.

Region

As with LMC staffing levels—and quite likely because of them—LMSs in the West tend to report fewer hours devoted to delivering instruction, overseeing budgets, and planning with teachers than their counterparts in other regions. Among western LMSs, time spent on these activities averages 11 hours per week for instruction, 3.5 hours for budget, and 2 hours for planning. Their counterparts in the Northeast and the South tend to spend more time on all three activities (14 and 15 hours, respectively, on instruction; four and five hours, respectively, on budget; and 2.4 hours on planning).

High Poverty Schools

At high-poverty schools, LMSs tend to spend somewhat less time on budget oversight and planning with teachers than their counterparts at low-poverty schools. The differences are small—4.5 and 4.0 hours per week on budget oversight; and 2.4 and 1.9 hours per week on planning—but they are statistically significant. Notably, poverty status has no impact on LMS hours spent on delivering instruction.

Migrant Schools

Similarly, LMSs at schools that serve migrant students tend to spend slightly less time on delivering instruction and planning with teachers than their colleagues at schools without migrant students. The differences are comparably small—12.2 and 13.4 hours per week, respectively, on instruction; and 2.3 and 2.0 hours per week on planning—but, again, they are statistically significant. LMS time spent overseeing budget is unrelated to migrant status.

Metropolitan Schools

School locale has an analogous impact on planning and instructional time of LMSs. LMSs in city and suburban schools in metropolitan areas tend to spend a little more time on these activities than their counterparts in outlying towns and rural areas. LMSs in metropolitan areas average 14.2 weekly hours delivering instruction and 2.3 weekly hours planning with teachers, while their non-metro colleagues average only 10.2 hours on instruction and 1.8 hours on planning. As with

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High-Poverty Schools

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High-poverty schools average 236 individual visits per week, compared to 330 for low-poverty schools. Somewhat surprisingly, there is no significant difference between high- and low-poverty schools on group visits per week.

Migrant Schools

Similarly, the numbers of LMC visits of each type are not associated with a school's migrant status.

Metropolitan Schools

While there is no statistically significant relationship between individual LMC visits and metropolitan status, LMCs in cities and suburbs average 29 group visits per week, compared to 22 such visits for LMCs in outlying towns and rural areas.

Public and Private Schools

Like several other factors, a school's public-private status is not associated with numbers of LMC visits of either type.

Region

Responding LMCs from the Northeast average the highest total and per-student expenditures at more than \$13,000 and almost \$20, respectively. Respondents from the West average the lowest figures in the same categories—less than \$10,000 and about \$12, respectively.

High-Poverty Schools

Compared with LMCs at low-poverty schools, those in high-poverty schools spend less, on average, both in total (almost \$12,000 versus about \$8,300, respectively) and per student (\$15.16 versus \$13.23).

Migrant Schools

There is no significant difference in total LM expenditures between migrant and non-migrant schools, but non-migrant schools average higher per-student spending than migrant schools--\$14.61 versus \$12.35, respectively.

Metropolitan Schools

Mirroring somewhat the association of enrollment with spending measures, schools in cities and suburbs spend more than their counterparts in outlying towns and suburbs in total (about \$11,000 versus about \$8,800, respectively), though not on a per-student basis (\$12.95 versus \$16.55).

Public and Private Schools

Unsurprisingly, private schools tend to spend more on their LM programs than public schools, both total and per-student. Private schools average almost \$20,500 annually—or more than \$40 per student—while public schools average less than \$11,000 annually—or less than \$15 per student.