



**AASL CD-ROM Statistical Almanac
March 1994**

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Table 1. Increase in Average Acquisition Price for **Elementary** School **Books**, 1976-1991.

Book Format and Year	Average Price per Title	Percentage of Cost Increase 1976 to 1991
Hardcover; juvenile fiction 1976 1991	\$5.82 \$13.07	125%
Paperback; mass market 1976 1991	\$1.07 \$3.56	233%

Table 2. Increase in Average Acquisition Price for **Secondary** School **Books**, 1976-1991.

Book Format	Average Price per Title	Percentage of Cost Increase 1976 to 1991

and Year		
Hardcover		
1976	\$16.19	160%
1991	\$42.12	
Paperback		
1976	\$1.46	213%
1991	\$4.57	

Table 3. Increase in Average Acquisition Price (Annual Subscription) for an **Elementary School Periodical**, 1976-1991.

Subscription Year	Average Price	Percentage of Cost Increase 1976 to 1991
1976	\$4.69	
1991	\$17.51	273%

Table 4. Increase in Average Acquisition Price (Annual Subscription) for a **Secondary School Periodical**, 1976-1991.

Subscription Year	Average Price	Percentage of Cost Increase 1976 to 1991
1976	\$14.36	
1991	\$31.24	118%

Table 5. Decrease in Average Acquisition Price, per minute, for **Videocassette** Educational Materials, 1983-1991.

Acquisition Year	Price per Minute	Percentage of Cost Decrease 1981 to 1991
1983	\$10.47	
1991	\$5.60	87%

Table 6. Increase in Average Acquisition Price for a **Sound**

Filmstrip Set, 1976-1991.

Acquisition Year	Average Price per set (cassettes)	Percentage of Cost Increase 1976 to 1991
1976	\$73.91	
1991	\$121.76	65%

Table 7. Increase in the Total Acquisitions Price Index for **Library Materials**, 1976-1991.

Acquisition Year	Relative Price Index to 1983 at 100.0	Percentage of Cost Increase 1976 to 1991
1976	64.5	
1991	142.1	120%

The School Library Acquisitions Price Index measures year-to-year price changes for a typical fixed market basket of books, periodicals, and other materials purchased by elementary and secondary school librarians. Library materials acquired annually are defined in the following normal proportions: 65% books, 14% periodicals and microfilm, 21% audiovisual materials. In summary, the cost for the total annual acquisitions of school library materials has more than doubled since 1976. Stated in another way, given the same budget today as in 1976, a school library media specialist could not purchase even half the number of books, periodicals, and nonprint materials as he or she could 15 to 20 years ago.

Table 8. The Average (mean) Dollar Expenditure Per Pupil for School Library Media Center **Materials** (books, periodicals, and nonprint, but excluding salaries) from the Regular Budget Account (excluding state, federal, and gift funds) in Public Schools (elementary and secondary combined in total).

National Survey & Year	Average Dollars Per Pupil
Miller & Moran (1983)	\$9.66

Cahalan & Hernandez (1987)	\$10.73
Lynch, Kramer, & Weeks (1994)	\$15.00

The average number of dollars per pupil expended for library media center materials increased 55% from 1982 to 1992. The price index for common library media center materials increased at the same rate. There was no gain in purchasing power during a time of greatly expanding numbers of quality information products in a variety of formats to serve students at many different learning levels. Previous national data indicated a decline of 16%, when adjusted for inflation, in the expenditures for materials from 1978 to 1984.

Table 9. Average (mean) Percentage of Funding from Local, State/Federal, and Gift Sources Invested in School Library Media Resources, 1991-92.

National Survey, Year, Grade Levels	Portion from Local Funding Accounts	Portion from State and Federal Funds*	Portion from Local Gifts
Miller & Shontz (1993), FY '91, for all schools	66%	23%	11%
Lynch (1994), FY '92, for elementary schools only	67%	17%	14%
Lynch (1994), FY '92, for secondary schools only	72%	25%	5%

*A majority of elementary and secondary schools in the nation reported receiving zero dollars for investment in school library media center materials from additional state and federal funding.

Table 10. Comparison of the Portion of Expenditures Invested in Materials and Equipment for the School Library Media Center, on Average (mean) Nationally, 1984/1991.

Materials/Equipment Category	1984	1991
Books	41%	37%
Periodicals, Microforms	9%	15%
AV Equipment and Materials	25%	22%
Computer Equipment and Materials	25%	26%

This table is based on composite readings from several national surveys and reflects the expenditures reported by elementary and secondary schools combined.

Table 11. Comparison of the Portion of Expenditures for Materials (excluding equipment) by School Level with Average (mean) Expenditures Per Pupil, Nationally in 1991. Per Pupil Expenditure followed by Portion of Total Materials Expenditures

Material Format	Elementary	Jr. High	Sr. High
Books	\$8.51 50%	\$7.57 43%	\$8.88 43%
Periodicals & Microforms	\$2.50 15%	\$4.16 24%	\$5.24 26%
Audiovisual Materials	\$2.57 15%	\$2.98 17%	\$2.37 12%
Computer Software & CD ROM	\$3.35 20%	\$2.71 16%	\$4.02 19%
Total Per Pupil Expenditure	\$16.93	\$17.42	\$20.51

Table 11 does not reflect investment in av or computer equipment which are expenditures reflected in Table 10.

Table 12. Average (mean) Number of Book Volumes Held Per Pupil in School Library Media Centers, Nationally, 1962-1992.

Book Holdings	Elementary	Secondary	All K-12
Number of Book Volumes Per Pupil:			6
1962			12
1976			16
1985	18	17	
1992			
Number of			

Book Volumes in 1992, per pupil	.88	.44	
added	.36	.15	
discarded	.52	.29	
net gain			

From 1962 to 1976 the per pupil book holdings, nationally, increased by 100%. From 1976 to 1992 the per pupil book holdings increased by 50%. Currently, the average elementary school media center adds the equivalent of one half new book per year per pupil and secondary schools add under a third of a new book per year per pupil. Holdings, on average, have grown at a steady pace, but replacement of out-of-date materials, especially in the sciences, has not been possible because of zero growth in budgets in relationship to book costs. Thus, while the average collection may continue to grow in total number of book holdings, the proportion of old and useless materials increases also.

Table 13. Average (mean) Number of Items Acquired and Held in Elementary or Secondary School Library Media Centers, 1992-93.

Grade Level and Items	Average Acquired per School	Average of Total Holdings
Elementary		
Books (volumes)	414	8526
Serial subscriptions	not available	21
CD-ROM titles	2	4
Computer software	10	90
Video titles	18	102
Other av materials	10	511
Secondary		
Books (volumes)	375	14034
Serial subscriptions	not available	79
CD-ROM titles	3	6
	4	56

Computer software	23	214
Video titles	20	1263
Other av materials		

Table 14. States which Ranked Lowest and Highest in White's (1990) Analysis of Total School Library Media Center Collection Effort.

Five States which ranked lowest.	Five States which ranked highest.
Rhode Island West Virginia Massachusetts California Idaho	Oregon Wisconsin Wyoming Arkansas Vermont

Analysis based on national data (1985) for holdings of books, total book titles, serials, serial subscriptions, microforms, films, filmstrips, video tapes, machine-readable titles, and audio titles; and expenditures for books, serials, microforms, software, audiovisual, film rental, total collection, total hardware, and total library media.

Table 15. Five States with Lowest Teacher Agreement and Five with Highest Teacher Agreement that the School Library Media Center Collection Supports Instructional Objectives, 1990-91.

States with lowest percentage	Percentage of teachers who strongly agree lms collection supports instruction	States with highest percentage	Percentage of teachers who strongly agree lms collection supports instruction
Idaho Washington Utah Delaware West Virginia	21.4% 22.3% 23.4% 23.5% 25.9%	Georgia Mississippi New Jersey South Carolina Virginia	44.7% 43.5% 43.5% 42.5% 41.5%

The average percentage of teachers, by state, who strongly agree that the library media center's collection supports instructional objectives was 35.6%.

Table 16. Subject Areas Ranked Excellent or Poor in Current Coverage or Quality of Available Materials held in the **Elementary** Media Center Resource Collection, Nationally in 1992.

More than one fourth of the library media specialists described this area of the collection as excellent in order to support the instructional program.	More than one fourth of the library media specialists described this area of the collection as poor in order to support the instructional program.
Fiction Books Literature Picture Books/Easy Readers	Biographies Fine Arts Foreign Language/ESL Geography Health/Guidance/Parenting History Mathematics Multicultural Education Science/Technology Social Sciences Vocational Ed/Careers

Responses from 323 elementary school media specialists from a 12 state survey.

Table 17. Subject Areas Ranked Excellent or Poor in Current Coverage or Quality of Available Materials held in the **Secondary** Media Center Resource Collection, Nationally in 1992.

<p>More than one fourth of the <input type="text"/></p> <p>library media specialists described this area of the collection as excellent in order to support the instructional program.</p>	<p>More than one fourth of the library media specialists described this area of the collection as poor in order to support the instructional program.</p>
<p>Fiction History Literature Reference Social Sciences</p>	<p>Fine Arts Foreign Language/ESL Geography Health/Guidance/Parenting Mathematics Multicultural Education Science/Technology Vocational Ed/Careers</p>

Responses from 343 secondary school media specialists in a 12 state survey.

Table 18. Percentage of School Library Media Centers with Advanced Technology and Related Services, Nationally in 1992.

Equipment/Service <input type="text"/>	Elementary Schools	Secondary Schools
Closed circuit television	23%	30%
Television Studio	4%	10%
Video laser disc player	42%	54%

Satellite dish	13%	30%
Telephone	75%	92%
Fax machine	7%	35%
Computer with modem	38%	56%
Connection to Internet	11%	21%
Online database searching	8%	26%
Database, periodical indices, encyclopedia searching: CD-ROM	54%	74%

Data based on a 12 state survey (Lynch, Kramer, and Weeks 1994).

Table 19. Percentage of School Library Media Centers with Automated Circulation.

Population, Level, Date of Survey	Percentage with an Automated Circulation System
National, K-12, 1988	39%
Michigan, K-12, 1988	29%
Indiana	
Elementary, 1993	45%
Junior High, 1993	59%
Senior High, 1993	62%

Data in this area has not been gathered nationally since 1990.

Table 20. Five States with Highest Percentage of Schools Without a Librarian, 1990.

State	Percentage of Schools Without a School Library Media Specialist and number of librarians per school building in the state
California	49.0% 0.6 librarians per school
Nebraska	46.9% 0.7 librarians per school
Alaska	40.0% 0.7 librarians per school
Montana	40.0% 0.8 librarians per school
Massachusetts	39.9% 0.7 librarians per school

Nationally, in 1990, 17.9% of the nation's schools do not have a school librarian.

Table 21. Five States with Highest Percentage of Schools With a Librarian, 1990.

State	Percentage of Schools With a School Library Media Specialist and number of librarians per school building in the state
South Carolina	99.2% 1.1 librarians per school
Hawaii	98.9% 1.1 librarians per school
Georgia	98.1% 1.1 librarians per school
Virginia	97.8% 1.1 librarians per school
North Carolina	97.0% 1.1 librarians per school

Thirteen states, in 1990-91, had, on average, at least one librarian per school: Alabama, Arkansas, Delaware, Florida, Georgia, Hawaii, Louisiana, New Jersey, New York, North Carolina, South Carolina, Tennessee, and Virginia. The average number of paid clerical staff per school library media center in 1992 was .84.

Table 22. Five States with the Highest Pupil/Librarian Ratio, and Five States with the Lowest Pupil/Librarian Ratio, 1990.

State	Highest Pupil/Librarian Ratio	State	Lowest Pupil/Librarian Ratio
California	1041.7	N. Dakota	324.6
Utah	859.7	Wyoming	357.6
Florida	726.9	Montana	360.2
Nevada	708.7	S. Dakota	361.4
Arizona	685.1	Vermont	370.6

The average student to librarian ratio for the nation was 578.6:1,

1990-91.

Table 23. Five States with the Highest Teacher/Librarian Ratio, and Five States with the Lowest Teacher/Librarian Ratio, 1990.

State	Highest Teacher to Librarian Ratio	State	Lowest Teacher to Librarian Ratio
Massachusetts	50.2	N. Dakota	21.9
California	44.7	Montana	23.9
Florida	42.8	S. Dakota	24.2
Connecticut	41.9	Alaska	24.7
Texas	41.7	Kansas	26.1

The average teacher to librarian ratio for the nation was 35.3:1, 1990-91.

Table 24. Scheduling Patterns for Elementary and Secondary School Library Media Centers, 1992.

Schedule Pattern	Percentage of Elementary Schools	Percentage of Secondary Schools
Flexible Schedule	13%	90%
Some classes on a flexible schedule	19%	8%
Fixed schedule	68%	2%

Normally, a flexible schedule will allow for more detailed planning between the teacher and media specialist so that subject content and information skills are integrated in support of the curriculum. Often, fixed schedules restrict the use of the library media center to a specific time and a routine limited to return and selection of books with little time for extensive information use activities.

Table 25. Curriculum Areas Library Media Specialists Most Frequently and Least Frequently Collaborate with Teachers in Development of Instructional Units in **Elementary** Schools, 1992.

Curriculum Areas in which one fourth or more of the	Curriculum Areas in which one fourth or more of the
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<p>Library Media Specialists report weekly or monthly instructional development.</p> <div data-bbox="412 317 820 359" style="border: 1px solid black; height: 20px; width: 251px;"></div>	<p>Library Media Specialists report no instructional development.</p>
<p>Reading and language arts Science Social Studies</p>	<p>Arts and humanities English Foreign language Guidance Health and physical education Math Vocational and technical education</p>

Based on a 12 state survey, (Lynch, Kramer, and Weeks 1994).

Table 26. Curriculum Areas Library Media Specialists Most Frequently and Least Frequently Collaborate with Teachers in Development of Instructional Units in **Secondary** Schools, 1992.

Curriculum Areas in which one fourth or more of the Library Media Specialists report weekly or monthly instructional development.	Curriculum Areas in which one fourth or more of the Library Media Specialists report no instructional development.
English Reading and language arts Science Social Studies	Foreign language Guidance Health and physical education Math Vocational and technical education

Based on a 12 state survey (Lynch, Kramer, and Weeks 1994).

Table 27. Five States with Lowest Teacher Agreement and Five with Highest Teacher Agreement that Teachers Plan with Librarians for Integration of Library Media Services with Instruction, 1990-91.

States with lowest percentage	Percentage of teachers who strongly agree they plan with librarians	States with highest percentage	Percentage of teachers who strongly agree they plan with librarians
Hawaii	21.0%	Mississippi	40.3%
Iowa	21.4%	Oklahoma	40.2%
Rhode Island	21.6%	Georgia	38.3%
New York	23.0%	Tennessee	35.0%
Pennsylvania	24.2%	Kentucky	34.2%

The average percentage of teachers, by state, who strongly agreed they plan with librarians to integrate library media services with instruction was 29.4%.

Table 28. Prevalence of Services Provided by Staff of Public School Library Media Centers, Nationally, 1985.

<p><u>Routinely provided by a majority of media centers:</u></p> <p>Assists students in locating information and resources valuable to their educational needs and to the growth of their personal interests and abilities.</p> <p>Provides reference assistance to teachers.</p> <p>Informally instructs students in the use of various types of materials and equipment.</p> <p>Offers a sequential program of library skills instruction.</p> <p>Provides reading/listening/viewing guidance to students.</p> <p>Provides teachers with information about new educational and media developments.</p> <p>Helps individual teachers to coordinate media program activities and resources with subject areas, units, and textbooks.</p> <p>Coordinates library skills instruction with classroom instruction.</p>
<p><u>Occasionally provided by a majority of media centers:</u></p> <p>Helps students and teachers find and use relevant information sources outside the school.</p> <p>Helps teachers to develop, select, implement, and evaluate learning activities requiring various types of media.</p> <p>Provides interlibrary loan to teachers or students.</p> <p>Assists curriculum committee in selecting appropriate materials and media program activities for resource unit and curriculum guides.</p> <p>Coordinates in-school production of materials required for instructional and other activities.</p> <p>Helps parents realize the importance of assisting their children to understand the benefits of reading, listening, and viewing for pleasure as well as for gaining information.</p>

Conducts in-service education for teachers in the effective evaluation, selection, and use of media.

Coordinates cable or other tv transmission and utilization activities in the school.

Table 29. Library Media Center Services More Frequently Provided when the School District has a Full-time District Level Media Coordinator, 1992.

Percentage of school building media specialists under the direction of a district level media coordinator who report committee, policy, and instructional services.	Percentage of school building media specialists not under the direction of a district level media coordinator who report committee, policy, and instructional services.
<p>35% Work with a Library Media Advisory Committee.</p> <p>86% Have a Written Selection Policy.</p> <p>74% Plan with Teachers to Integrate Information Skills with Instruction.</p>	<p>17% Work with a Library Media Advisory Committee.</p> <p>75% Have a Written Selection Policy.</p> <p>62% Plan with Teachers to Integrate Information Skills with Instruction.</p>

Table 30. States which Ranked Lowest and Highest in White's (1990) Analysis of Total School Library Media Center Service Effort.

Five States which ranked lowest.	Five States which ranked highest.
<p style="text-align: center;">California Maine West Virginia Pennsylvania New Hampshire</p>	<p style="text-align: center;">Georgia North Carolina Maryland Arkansas South Carolina</p>

Analysis based on national data (1985) on services provided on the building level as described in Table 28.

Primary Data Sources for the Tables Above

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Readers may send requests for statistical information which should be gathered and included in future editions of the AASL CD-ROM. Copies of new surveys conducted on the national, state, or local level are also welcome to the following address:

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