

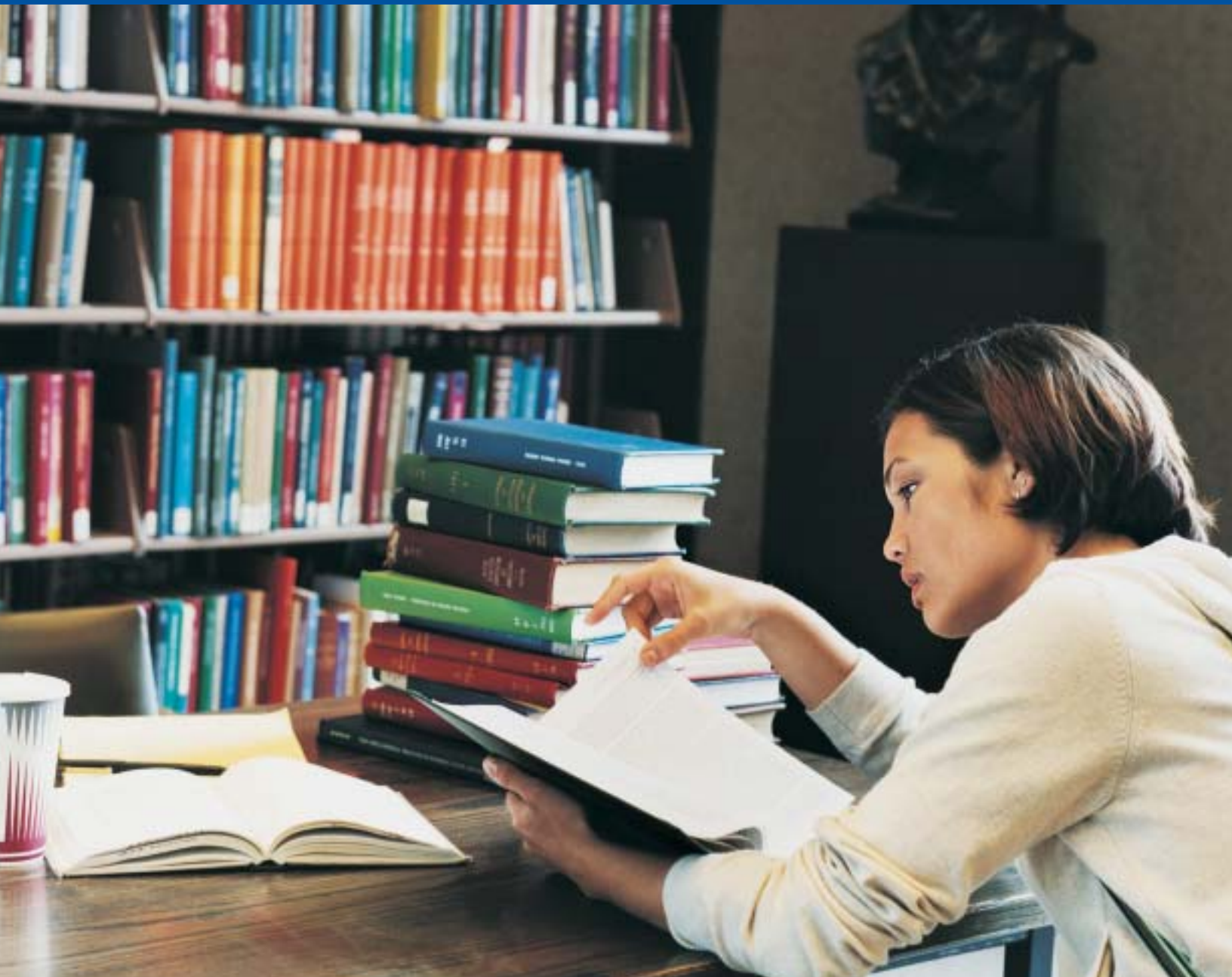


U.S. Department of Education
Institute of Education Sciences
NCES 2005-302

School Library Media Centers:

Selected Results From the Education Longitudinal Study of 2002 (ELS:2002)

E.D. TAB





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December 2004

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Executive Summary

Introduction

School libraries play an important role in making information available to students and in teaching students how to obtain and use that information. The constant improvement in the quality and affordability of personal computers, particularly when coupled with the increase in the availability of electronically stored information of all kinds, means that today's school libraries have become far more than simple repositories of books. One scholar suggests that, in order to meet the needs of today's students, school library media specialists "need to develop high-tech environments to provide the types of learning experiences that employers will require of their employees. Electronic access to local and remote online networks, in-house use of CD-ROM databases, and interactive media are necessary for all library media centers" (Craver 1995).

This report provides an overview of the current state of school library media centers¹ that serve U.S. 10th-graders. The National Center for Education Statistics (NCES) Education Longitudinal Study of 2002 (ELS:2002) provides comprehensive data from multiple sources on school library media centers that served 10th-graders in 2002. ELS:2002 is a longitudinal study of a nationally representative sample of 15,525² 10th-graders in 752 schools in the United States in 2002. The students will likely be followed until about age 30, with the first follow-up in 2004, when most of the students will be in the 12th grade. During the high school years, ELS:2002 is a multilevel study, involving multiple respondent populations, including students, their parents, their teachers, and their schools (from which data are collected from the school principal, the school librarian, and a facilities checklist). Obtaining data from multiple respondents provides a more comprehensive picture of the home, community, and school environment and the influences they have on the student.

The ELS:2002 library media center survey, administered primarily to school librarians, examined various aspects of school libraries—their space, organization, collections, resources, staffing, and use. In addition, 10th-graders provided information on their use of and opinions about their school libraries.

Key Findings

This E.D. TAB summarizes findings for all ELS:2002 schools and students about library media centers. Findings for schools are presented by the following school characteristics: school sector, school urbanicity, school region, grade span, school enrollment, and the percentage of students receiving free or reduced-price lunch in grade 10. Findings for students are presented by the following student characteristics: sex, race/ethnicity, socioeconomic status (SES), composite achievement test score in grade 10, student's school sector, student's school urbanicity, and student's school region. Comparisons by these school and student characteristics

¹ The terms "school library" and "school library media center" are used interchangeably.

² This sample size (15,525) includes 163 students who were unable to complete the student questionnaire and cognitive tests due to disability, language barriers, etc. However, contextual data are available for these students on the ELS:2002 restricted-use data file. They are not on the public-use data file (where the sample size is 15,362).

have been tested for statistical significance (at the .05 level). This executive summary presents highlights of findings from the ELS:2002 library media center survey and student survey.

School library media centers: Who has them, and their organization

All participating ELS:2002 schools were asked if they had a school library media center, defined as follows:

“...an organized collection of printed and/or audiovisual and/or computer resources which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers, and administrators. A library media center may also be called a library, media center, resource center, information center, instructional materials center, learning resource center, or some other name.”

Schools that answered yes were then asked to complete a school library media center survey. In approximately three-quarters of the cases, the survey was completed by the school library media specialist; others were completed by the school principal or other school administrator.³

School library media centers are almost universally available. In 2002, 96 percent of schools had a library media center (table 1). Ninety-three percent of these school library media centers were centrally organized (one area in one building), while 7 percent were decentralized (collections or services located in more than one location) (table 2).

Library resources, staffing, and circulation

The library media center questionnaire asked numerous questions about the availability of library resources and services. The types of technology and equipment that many libraries had (and the percentage that had them) were Internet access (96 percent), personal computer (94 percent), VCR (91 percent), audio equipment (89 percent), telephone (88 percent), and automated book circulation system (74 percent) (table 5a). Few libraries had these resources: electronic book reader (2 percent), technology for persons with disabilities (16 percent), and video conferencing equipment (20 percent).

Of the database services that ELS:2002 asked school librarians about, 88 percent of school libraries had reference/bibliography databases, 82 percent had general articles and news databases, 62 percent had college and career databases, and 56 percent had academic subject databases (table 6).

Sixty-two percent of school library media centers participated in some type of interlibrary loan (ILL) program with other libraries (table 7). School libraries were more likely to have an ILL program with public libraries in the area (43 percent) and area high schools (42 percent) than with colleges/universities (31 percent), the state library (30 percent), or other high schools in the state (25 percent). Public schools and schools in the Northeast were more likely to participate in ILL programs than Catholic and other private schools, and schools in the South and West.

³ Seventy-three percent of library media center questionnaire respondents were certified librarians/media specialists, 4 percent were principals or other school administrators, and 23 percent were other.

Seventy-six percent of school library media centers had a state-certified librarian on staff (table 9). Combined elementary/secondary schools (schools with grades PK, K, 1, 2, 3, 4, or 5 through 12) and smaller schools (schools with 1–399 students) were less likely to have a state-certified librarian on staff than schools with other grade spans and larger student enrollments.

Seventy-five percent of school library media centers had fewer than 16,000 books (table 4).⁴ An average of 280 library materials (books, etc.) circulated from school libraries during a typical week (table 16). On average, about 1 book (or other library material) per student circulated from school libraries each week.

Students' self-reported use and opinions of their school libraries

The ELS:2002 student survey contained several questions about students' use of and opinions about their schools' libraries. Students reported using the school library sometimes or often for research papers (54 percent), in-school projects (53 percent), Internet access (41 percent), and assignments (41 percent) (table 18). Females used the school library more often than males for assignments, in-school projects, homework, research papers, and to read books for fun. Students from different SES backgrounds used school libraries for different reasons. Students from high-SES families were more likely than students from middle- or low-SES backgrounds to use the library sometimes or often for assignments and in-school projects. Students from low-SES families were more likely than students from middle or high-SES families to use the school library sometimes or often for homework, leisure reading, to read magazines or newspapers, to read books for fun, and for interests outside of school. Students with different test scores also used the library for different purposes. Students with high test scores were more likely than students with low or middle scores to use the library for assignments, in-school projects, and research papers. Students with low test scores were more likely than students with high or middle test scores to use the library for homework, leisure reading, to read magazines or newspapers, to read books for fun, and for interests outside of school.

The majority of students reported that their school library's reference materials were useful (58 percent reported they were useful and 22 percent reported they were very useful) (table 19). The majority of students also reported that school library staff were helpful with different tasks. For example, 79 percent of students reported that library staff were helpful or very helpful with finding research resources, such as books, magazines, and newspaper articles, on a research topic (table 20).

⁴ We recognize that a better measure would have been number of books per student, but the ELS:2002 variable for library holdings is not available as a continuous measure. Library book holdings is correlated with school size. For example, schools with the smallest enrollment size (1–399 students) were more likely than schools with larger enrollment sizes (400–799, 800–1,199, 1,200–1,599, 1,600 or more) to have fewer than 8,000 books. Likewise, the largest schools (1,600 or more students) were more likely than schools with fewer students to have 24,000 or more books in the library (table 7).

Acknowledgments

The authors would like to thank the many individuals who contributed to this E.D. TAB. Jennifer Thompson, formerly of the Education Statistics Services Institute (ESSI), was the initial author and analyst. Denise Davis of the American Library Association commented on drafts of the report and provided information on previous research of school library media centers. Adrienne Chute of the National Center for Education Statistics (NCES) contributed to the analytical design of the report. Jeffrey Owings, Associate Commissioner at NCES, provided direction and feedback on many aspects of the report.

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Introduction

School libraries play an important role in making information available to students and in teaching students how to obtain and use that information. The constant improvement in the quality and affordability of personal computers, particularly when coupled with the increase in the availability of electronically stored information of all kinds, means that today's school libraries have become far more than simple repositories of books. One scholar suggests that, in order to meet the needs of today's students, school library media specialists "need to develop high-tech environments to provide the types of learning experiences that employers will require of their employees. Electronic access to local and remote online networks, in-house use of CD-ROM databases, and interactive media are necessary for all library media centers" (Craver 1995). Some empirical evidence exists in support of the positive benefits of high-tech school library media centers. Hamilton-Pennell et al. (2000) found that school library media centers with a full-time library media specialist, support staff, and a strong computer network were associated with higher student achievement, regardless of social and economic factors in the community.

The federal role in the development of school library media centers changed greatly in the last 40 years. The National Defense Education Act (NDEA) of 1958 provided funds for purchasing books in mathematics, science, and foreign languages, with funds for books in the humanities added in later years. The Elementary and Secondary Education Act of 1965, Title II, made grants available for acquiring library books, textbooks, and other instructional material as well as for demonstration projects and training for library media specialists. This legislation led to considerable growth in the establishment of school library media centers (Bard and Sakadi 1981).

The National Center for Education Statistics (NCES) is involved in research on libraries, formally establishing a library statistics program in 1989 and conducting surveys on academic libraries, public libraries, school library media centers, and state library agencies. The Education Longitudinal Study of 2002 (ELS:2002) is NCES's most recent longitudinal survey on secondary school education in the United States. ELS:2002 is a longitudinal study of a nationally representative sample of 15,525⁵ 10th-graders in 752 schools in the United States in 2002.⁶ The students will likely be followed until about age 30, with the first follow-up in 2004, when most of the students will be in the 12th-grade. During the high school years, ELS:2002 is a multilevel study, involving multiple respondent populations, including students, their parents, their teachers, and their schools (from which data is collected from the school principal, school librarian, and from a facilities checklist). These multiple respondents provide a more comprehensive picture than would a single respondent of characteristics of students and of their home, community, and school environments. This E.D. TAB provides an overview of the current state of school library media centers that serve 10th-graders.

⁵ This sample size (15,525) includes 163 students who were unable to complete the student questionnaire and cognitive tests due to disability, language barriers, etc. However, contextual data are available for these students on the ELS:2002 restricted-use data file. They are not on the public-use data file (reducing the sample size to 15,362).

⁶ See the technical appendix for information on response rates.

While the focus of ELS:2002 is on the students (10th-graders in 2002), ELS:2002 also provides a unique perspective on school library media centers. Information on school library media centers that serve 10th-graders can be obtained from multiple sources in ELS:2002 – from school librarians and from students. In the base year (2002), school librarians at schools that ELS:2002 10th-graders attended completed a questionnaire on the library in their school. The survey covered a range of topics, including library resources (books, technology, equipment, services, etc.), staffing, circulation, and use of school libraries (when used, rules about use, etc.). In addition, the student survey in ELS:2002 asked 10th-graders about their use of and attitudes toward their school libraries. Traditional, as well as recent, research on school libraries has concentrated on the views of librarians and teachers and has largely ignored the views of students (Phtiaka 1994). In ELS:2002, students were asked how often they used the school library for different purposes, and their opinions about library resources and staff. These sources together contribute to a more complete picture of school library media centers than studies that do not gather data from multiple sources, particularly the library user. These base-year (2002) data can also be linked to future student outcomes in high school and beyond when follow-up survey data become available.

In ELS:2002, of 1,221 eligible contacted schools, 752 participated in the study, for an overall weighted school participation rate of approximately 68 percent (62 percent unweighted). Of 17,591 selected eligible students, 15,362 participated, for an overall weighted student response rate of approximately 87 percent. School and student unit nonresponse bias analyses were performed, as well as an item nonresponse bias analysis for the questionnaires.⁷ The school-level bias due to nonresponse prior to computing weights and after computing weights was estimated based on the data collected from both respondents and nonrespondents, as well as sampling frame data. At the unit level (but not the item level), weighting techniques were employed to reduce detected bias, and after final nonresponse adjustments, the remaining relative bias ranged from 0 to 0.2 percent for schools and from 0 to 0.07 for students. For details of the bias analyses, see the *Education Longitudinal Study of 2002: Base Year Data File User's Manual*. Of the 752 ELS:2002 participating schools, 710 schools had a school library media center and completed the library media center questionnaire, 8 did not have a school library media center and thus did not complete the questionnaire, and 34 did not complete the questionnaire and it was unknown whether they had a library or not (nonrespondents). Thus, the unit response rate for the library media center survey was 95.4 percent (unweighted).

This E.D. TAB provides an overview of school library media centers in 2002. The report presents data on school library media centers from two sources – school librarians and students. Specifically, this report provides information on the following topics:

- description of ELS:2002 schools and students;
- which schools have a school library media center;
- what school library media centers look like – their capacity, organization, space;
- resources – collections, equipment and technology, services;
- expenditures;

⁷ Nonresponse bias analysis was not performed on the library media center questionnaire as the response rates were generally high and did not fall below the designated threshold.

- staffing;
- librarians' collaboration with school teachers;
- use of school library media centers – when students may use the library, how often the library is used for various purposes, maximum books allowed out by students, circulation of library materials, when materials may be taken out of the library;
- student use of school library; and
- student attitudes toward school library.

The data provided on each of these topics is further examined by selected school and student characteristics. This is another advantage of the ELS:2002 data in understanding school libraries; information on the libraries can be examined for different types of schools and different types of students. School libraries are examined by the following school characteristics:

- school sector (public, Catholic, other private);
- school urbanicity (urban, suburban, rural);
- school region (Northeast, Midwest, South, West);
- grade span (grades PK, K, 1, 2, 3, 4, or 5 through 12; grades 6,7, or 8 through 12; grades 9 through 10, 11, or 12; grades 10 through 11 or 12);
- school enrollment (1–399, 400–799, 800–1,199, 1,200–1,599, 1,600 or more students); and
- percent of 10th-grade students that receives free or reduced-price lunch (0–5 percent, 6–20 percent, 21–50 percent, and 51–100 percent).

The student characteristics examined in this report with the student-level library data include the following:

- sex;
- race/ethnicity (American Indian/Alaska Native, non-Hispanic; Asian, Hawaii/Pacific Islander, non-Hispanic; Black or African-American, non-Hispanic; Hispanic (combined no race specified, and race specified); Multiracial, non-Hispanic; and White, non-Hispanic);
- socioeconomic status (lowest quartile, middle two quartiles, highest quartile);
- composite achievement test score in grade 10 (lowest quarter, middle two quarters, highest quarter);
- student's school sector (public, Catholic, other private);
- student's school urbanicity (urban, suburban, rural); and
- student's school region (Northeast, Midwest, South, West).

Comparisons by these school and student characteristics are only discussed in this report where significant differences were detected. All specific statements of comparisons made in this report have been tested for statistical significance using *t* tests. Comparison statements are significant at the alpha level of .05. The reader is referred to the technical appendix for further details on the statistical methods used and on the school and student characteristics variables listed here.

It is important to note that many of the variables examined in this report are related to one another, and more complex interactions and relationships have not been taken into account. The purpose of an E.D. TAB is to introduce new NCES surveys and data through the presentation of selected descriptive information in tabular format. More complex analyses are addressed in other types of NCES reports, such as the Statistical Analysis Report series, or left to other researchers whose curiosity to dig deeper has been piqued by the associations reported here.

Selected Findings

This E.D. TAB presents national data on school library media centers that serve 10th-graders. The data were collected as part of the Education Longitudinal Study of 2002 (ELS:2002). In particular, this report examines results from the ELS:2002 school library media center survey, completed primarily by a certified librarian/media specialist⁸ at the schools that 2002 10th-graders attended. In addition, ELS:2002 10th-graders were asked about their use and opinions of their school library media center. The report provides basic information on schools that have a library media center, their physical space, and information on library resources, staffing, usage, and attitudes about school library media centers. These aspects are further examined by a number of school and student characteristics.⁹

Profile of School Library Media Centers

Which schools have school library media centers?

School library media centers are almost universally available to 10th-grade students. Ninety-six percent of schools enrolling 10th-grade students reported that they had a school library media center (table 1).¹⁰ The definition of a school library media center in the ELS:2002 questionnaire was consistent with the definition used in the NCES School Library Media Center Survey. Library media center was defined as an

“organized collection of printed and/or audiovisual and/or computer resources which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers, and administrators. A library media center may also be called a library, media center, resource center, information center, instructional materials center, learning resource center, or some other name.”

The following results were found in examining the presence of a library media center by selected school characteristics:

- Other private schools were less likely to have libraries than public and Catholic schools (81 percent vs. 100 percent, respectively).
- Combined elementary/secondary schools (those schools whose enrollments began with grades PK, K, 1, 2, 3, 4, or 5 and also included 6 through 12) were also less likely to have libraries than schools with other grade spans (those with grades 6, 7, or 8 and 9 through 12; grades 9 through 10, 11, or 12; grades 10 through 11 or 12).¹¹

⁸ Seventy-three percent of library media center questionnaire respondents were certified librarians/media specialists, 4 percent were principals or other school administrators, and 23 percent were other.

⁹ See the technical appendix for details on the construction of these school and student variables.

¹⁰ This percentage excludes those who did not complete the library media center questionnaire, and for whom we do not know if they had a school library media center or not. See the technical appendix for more details. Four percent of schools did not complete the library media center questionnaire, 4 percent of schools reported that they did not have a school library media center, and 92 percent of schools completed the library media center questionnaire.

¹¹ Only schools with 10th-grade classes were included in the survey. The four grade span categories take into account the many possible configurations of schools offering 10th-grade classes.

- Small schools (1–399 students) were less likely to have libraries than schools with larger student enrollments¹² (93 versus 100 percent).
- Schools with a low percentage (0–5 percent) of 10th-graders receiving free or reduced-price lunches were less likely to have libraries than those with higher percentages of such students¹³ (88 vs. 99 or 100 percent).

*What do school library media centers look like?*¹⁴

A number of library media center questions addressed issues of capacity, organization, and space in the school library and the activities that could be accommodated in that space. Results include

- The mean total seating capacity of school library media centers was 69 students (table 2). The mean varied by school enrollment; smaller schools had a smaller mean seating capacity than larger schools.¹⁵ Rural schools had a smaller seating capacity than urban and suburban schools (an average of 60 seats vs. 79 and 73 seats, respectively). Schools enrolling both upper and lower grade students had a smaller seating capacity than schools enrolling only the upper grades.¹⁶ Other private schools had a smaller seating capacity than public schools (52 vs. 73 seats, respectively).
- Ninety-three percent of school library media centers were centrally organized (one area in one building), while 7 percent were decentralized (collections or services available in more than one location on campus or in another building) (table 2). Other private schools' libraries were less likely than public and Catholic schools' libraries to be centrally organized. Larger school libraries that served 400 or more students were less likely than small school libraries that served 1–399 students to be decentralized.
- Ninety percent of school library media centers could accommodate a full class of students at one time (table 2). Eighty-one percent could serve a full class and another activity (such as production activities, conferences, small group work, individual browsing) at the same time.
- Eighty percent of school library media centers had large group activity areas (areas for more than 5 persons for viewing or listening), 66 percent had small group activity areas (areas for 5 persons or less for viewing or listening), and 65 percent had

¹² Larger student enrollments were those with 400–799, 800–1,199, 1,200–1,599, and 1,600 or more students.

¹³ Higher percentages were those with 6–20 percent, 21–50 percent, or 51–100 percent of 10th-graders receiving free or reduced-price lunches.

¹⁴ For the remainder of the report, percentages are based on all schools with library media centers.

¹⁵ Schools with 1,600+ students had a higher average seating capacity than schools with 1,200–1,599 students, 800–1,199 students, 400–799 students, and 1–399 students. Schools with 1,200–1,599 students had a higher average seating capacity than schools with 800–1,199 students, 400–799 students, and 1–399 students. Schools with 800–1,199 students had a higher average seating capacity than schools with 400–799 students and schools with 1–399 students. Finally, schools with 400–799 students had a higher average seating capacity than schools with 1–399 students.

¹⁶ Schools whose grade span included 5th-grade or lower had a lower mean seating capacity than schools that enrolled students higher than 5th-grade. Schools whose grade span included 8th grade or lower had a lower mean seating capacity than those that enrolled students higher than 8th grade. Schools whose grade span included lower than 10th grade had a lower mean seating capacity than those that enrolled students 10th-grade and higher.

individual activity areas (areas for individual reading, viewing, and listening) (table 3).

- Ninety-seven percent of school library media centers had a computer access area or lab, 82 percent had a staff work area (where library staff order, label, etc.), and 32 percent had a conference room (table 3).

School Library Media Center Resources

Collections

The primary library resources are, of course, library books and similar materials. Several items in the ELS:2002 school library questionnaire asked about collections in the school library (only those collections administered by the media center). These included the number of library holdings at the end of the 2000–2001 school year of books (all copies), video materials (tape, DVD, or laser disc titles; not duplicates), periodical subscriptions (current print or microform subscriptions), and electronic database subscriptions (online, CD-ROM, electronic journals, electronic books; not duplicates) (table 4).¹⁷ Some findings were

- Seventy-five percent of schools had fewer than 16,000 books in 2001. Six percent had 24,000 or more books; these schools tended to be large high schools.
- Sixty-one percent of schools had fewer than 250 videos; 31 percent had 250–999 videos; 7 percent had 1,000–1,749; and 1 percent had 1,750 or more videos.
- Forty-two percent of schools had fewer than 25 periodical subscriptions in 2001; 36 percent had 25–49 subscriptions; 12 percent had 50–74 subscriptions, and 10 percent had 75 or more.
- Twenty-five percent of schools had no electronic database subscriptions; 44 percent had 1–3 subscriptions; 14 percent had 4–6 subscriptions and 17 percent had 7 or more.

Equipment and technology

ELS:2002 library media center survey extensively covered what resources were available in school library media centers. The survey addressed whether school library media centers had various sorts of equipment and technology, including the following items: telephone, fax machine, photocopier, VCR, laser disc player, DVD player, electronic book reader (e.g., rocket ebooks), CD-ROM reader (external or built in drive), personal computer (PC), automated book circulation system, Internet access capability (e.g., dial-up connection, cable modem, ISDN, dedicated line), cable TV, closed-circuit TV, video camera, satellite TV hook-up, audio equipment (e.g., video cassette recorder/player, record player), video conferencing equipment, scanner (for images and text), LCD panel or other projection device (for projecting images directly from a computer), and technology to assist students or teachers with disabilities (e.g., TDD, specially equipped workstations, CCTV, screen readers, keyboard alternatives). Table 5a reports the percentages of schools having these items by selected school characteristics. Given

¹⁷ Ideally, data on collections should be reported as a uniform books (videos, periodicals, databases) per student measure. However, the number of collections and holding of libraries were collected as categorical (i.e., range) variables only; thus, such a measure could not be constructed.

the extensive list of equipment, table 5b shows the mean number of items school libraries own in three categories. The first category is office equipment which comprises three items: telephone, fax machine, and photocopier. The second category is audio-visual equipment which consists of 8 items: audio equipment, LDC panel, VCR, video camera, videoconferencing equipment, cable television, closed-circuit television, and satellite TV hook-up. The third category is electronic equipment with 6 items: personal computer, CD-ROM reader, DVD player, laser disk player, scanner, and electronic book reader. The following results pertain to which equipment and technology school libraries had, and which libraries were more likely to have certain kinds of equipment and technology:

- The mean number of office equipment owned by school library media centers is 1.8 (out of 3 pieces of equipment). The mean number of audiovisual equipment owned by libraries is 4.5 (out of 8 possible items). The mean number of electronic equipment (out of 6) that libraries have is 2.8 (table 5b).
- Private schools have less office equipment, on average, in their library media centers than public and Catholic schools. Private and Catholic schools have less audiovisual equipment, on average, than public schools. Public schools have more electronic equipment in their school libraries than private schools (table 5b).
- Regarding the equipment owned by school library media centers of various size enrollments, a discernable pattern appears to emerge between schools with fewer than 800 students and schools with 800 or more students. Smaller schools (fewer than 800 students) own less audiovisual and electronic equipment, on average, than larger schools (800 or more students) (table 5b).
- Schools in which a moderate number of students, relatively speaking, are receiving free and reduced-price lunch, 6 to 20 percent, are better equipped in terms of office, audiovisual, and electronic equipment than schools in which a small number of students are receiving free and reduced-price lunch, 0-5 percent. For two of the equipment categories, office and electronic equipment, schools of moderate numbers of free and reduced-priced lunch students also have more equipment than schools in which 21 to 50 percent of their students are receiving free and reduced-price lunch (table 5b).

At the more detailed level (see table 5a)

- Most school library media centers responded as having the following items: Internet access (96 percent), personal computer (94 percent), VCR (91 percent), audio equipment (89 percent), telephone (88 percent), and automated book circulation system (74 percent).
- Few school library media centers responded as having these items: electronic book reader (2 percent), technology for persons with disabilities (16 percent), and video conferencing equipment (20 percent).
- Schools with larger student enrollments tended to have more types of equipment and technology than smaller schools. For instance, schools with 1–399 students were less likely to have a telephone, photocopier, laser disc player, automated book circulation system, cable TV, closed circuit TV, video camera, and LCD panel than schools with more students (400–799, 800–1,199, 1,200–1,599, and 1,600 or more students).

- In general, other private school libraries had fewer types of equipment and technological items than public school libraries, and for some items, fewer than Catholic school libraries. Other private school libraries were less likely to have a telephone, fax machine, laser disc player, automated book circulation system, Internet access, cable TV, closed circuit TV, video camera, satellite TV hook-up, scanner, LCD panel, and technology for disabled compared to public schools. The one exception to this pattern was that other private schools were *more* likely to have a personal computer in the library than public schools (although this percentage was greater than 90 percent for all types of schools). Catholic schools were more likely than other private schools to have a telephone, photocopier, laser disc player, and closed circuit TV.
- Overall, suburban school libraries had more types of resources in the form of equipment and technology than urban schools, and more than rural school libraries. Suburban school libraries were more likely to have a laser disc player, cable TV, closed circuit TV, video camera, satellite TV, and video conferencing equipment than urban school libraries. Suburban schools were more likely than rural schools to have a photocopier, laser disc player, DVD player, and closed circuit TV in their library.
- Generally, combination elementary/secondary schools (grade spans of PK, K, 1, 2, 3, 4, or 5 through 12) had fewer types of equipment and technological resources than schools with other grade spans, especially schools serving grades 9 through 10, 11, or 12 or grades 10 through 11 or 12. Elementary/secondary school libraries were less likely to have a telephone, fax machine, photocopier, laser disc player, automated book circulation system, closed circuit TV, and video camera compared to libraries in schools with grades 9 through 10, 11, or 12 and schools with grades 10 through 11 or 12.

Services

In addition to equipment and technology, the library media center survey also asked school library respondents about various electronic services and software. These included the availability of: online catalogs, other libraries' online catalogs, Internet access, e-mail or chat room access, reference and bibliography databases (e.g., encyclopedia, dictionary), general articles and news databases, college and career databases, academic subject databases (education, business/management, humanities, science/engineering/math, or English databases—e.g., ERIC or Science Direct), electronic full-text books, journals, references, or magazines, educational software (e.g., CD-ROMs, Math Blasters), and multimedia production facility (i.e., a studio containing a computer and equipment using text, full-color images and graphics, video, animation, and sound) (table 6). Some of the findings include

- Most schools reported having the following services: Internet access (96 percent), reference/bibliography database (88 percent), and general articles/news database (82 percent). Sixty-two percent of schools reported having college and career databases and 56 percent had academic subject databases.
- Few schools reported having a multimedia production facility (18 percent).
- Other private schools, particularly compared to public schools, had the fewest services of the ones listed above in their school libraries. Other private schools were

- less likely than public schools to have an online catalog, Internet access, reference/bibliography database, general articles/news database, college/career database, academic subject database, and electronic books, journals, references, and magazines. Other private schools were also less likely than Catholic schools to have an online catalog, general articles/news database, and college/career database.
- Rural schools tended to have more services than urban schools, and in a couple of instances, more than suburban schools. Rural schools were more likely than urban schools to have a reference/bibliography database, a general articles/news database, and electronic books, journals, references, and magazines; rural schools were also more likely than suburban schools to have reference/bibliography and general articles/news databases.
 - Compared to school in the Midwest, schools in the western region of the U.S. reported fewer types of library services. Schools in the West were less likely than schools in the Midwest to have a reference/bibliography database, general articles/news database, academic subject database, educational software, and multimedia production facility.
 - Smaller schools tended to have fewer types of library services than schools with larger enrollments. For example, the smallest schools (enrollments of 1–399 students) were less likely than schools with enrollments of 800–1,199, 1,200–1,599, and 1,600 or more students to have an online catalog, other libraries' online catalogs, reference/bibliography database, and an academic subject database.

The ELS:2002 library media center questionnaire also asked about six different interlibrary loan (ILL) programs (with area high schools, with other high schools in the state, with public libraries in the area, with the state library, with colleges and universities, and other ILL programs) (table 7). The results showed

- Sixty-two percent of school library media centers participated in any type of ILL program. School libraries were more likely to be in a loan agreement with area public libraries and high schools, than other types of ILL programs. Forty-three percent of schools had ILL programs with public libraries in the area; 42 percent did with area high schools; compared to 31 percent with colleges and universities; 30 percent with the state library; and 25 percent with other high schools in the state.
- Public schools were more likely than Catholic schools and other private schools to participate in any type of ILL program (70 percent vs. 50 and 28 percent, respectively), and were more likely to participate in each specified ILL program (except other ILL programs, not specified). Catholic schools were more likely than other private schools to participate in ILL programs with area high schools, public libraries in the area, the state library, and colleges and universities.
- Suburban and rural schools were considerably more likely than urban schools to participate in ILL programs with other high schools in the state, public libraries in the area, and the state library. About half of rural schools (52 percent) and 44 percent of suburban schools participated in ILL programs with public libraries compared to a quarter (25 percent) of urban schools.
- More than half of schools in the Northeast and Midwest regions of the United States participated in any kind of ILL program. Schools in the Northeast region were more

likely than schools in any other region (Midwest, South, and West) to participate in ILL programs with area high schools, other high schools in state, and the state library. Schools in the Northeast were also more likely than schools in the South and West to participate in ILL programs with public libraries in the area and colleges and universities.

Expenditures

The ELS:2002 library media center questionnaire asked about the total expenditure for computer hardware (other than communications equipment) during the 2000–2001 school year (table 8).¹⁸

- About 21 percent of schools reported no expenditures on computer hardware during the 2000–2001 school year. Thirty-six percent reported spending \$1–2,499; 13 percent reported spending \$2,500–4,999; 10 percent reported spending \$5,000–9,999; and 20 percent reported spending \$10,000 or more.

Staffing

A number of questions in the ELS:2002 library media center questionnaire asked about the composition of the school library media center staff, including their certification status. Questions specifically asked whether librarians, teachers, other professionals, aides, and volunteers were on the school library staff (table 9). Some of the findings include

- Seventy-six percent of school library media centers had a state-certified librarian on staff. Thirty-five percent of schools had state-certified teachers on their library staff. Twenty-three percent of schools had non-certified professionals on the library staff. Fifty-one percent of schools had paid library aides on staff, and 49 percent had volunteers who provided library services.
- The smallest schools (enrollments of 1–399) were less likely than schools with larger enrollments to have state-certified librarians on staff. Larger schools tended to have more paid library aides on staff as well.¹⁹
- Public schools were more likely than Catholic and other private schools to have state-certified librarians on staff (87 percent vs. 66 and 33 percent, respectively). Catholic schools were more likely than other private schools to have state-certified librarians on staff.
- Public schools were more likely than Catholic or other private schools to have paid library aides on staff (57 vs. 34 and 30 percent, respectively), whereas other private and Catholic schools were more likely than public schools to have non-certified professionals on staff (49 and 40 percent vs. 15 percent, respectively).

¹⁸ This includes expenditures for purchase, rental, and/or lease.

¹⁹ The smallest schools (1–399 students) were less likely than schools with any other size enrollment to have paid library aides. Schools with 400–799 students and 800–1,199 students were less likely than schools with 1,200–1,599 students and 1,600 or more students to have paid library aides on staff.

- Compared to suburban and rural schools, urban schools were less likely to have state-certified teachers on their library staff (20 percent vs. 39 and 40 percent, respectively). Urban schools were more likely than suburban and rural schools to have non-certified professionals on their library staff (43 percent vs. 23 and 10 percent, respectively). Suburban schools were more likely than rural schools to have non-certified professionals.
- High schools (grade spans 9 through 10, 11, or 12, or grades 10 through 11 or 12) and middle school/high schools (grades 6, 7, or 8 through 12) were more likely to have state-certified librarians on staff than combined elementary/secondary schools (grades PK, K, 1, 2, 3, 4, or 5 through 12). Combined elementary/secondary schools were more likely to have non-certified professionals on library staff than middle school/high schools and high schools with grades 10 through 11 or 12.

Librarians' Collaboration with School Teachers

The ELS:2002 library media center questionnaire asked library media center respondents how frequently they worked with English and math teachers to plan and deliver instruction during the 2001–2002 academic year (tables 10 and 11).²⁰ Responses included: never, once during the year, once or twice a semester/term, monthly, weekly, or more than once a week. Results showed that

- Many school librarians worked with English teachers at least once a month during the 2001–2002 school year. Eighteen percent of school librarians worked with English teachers more than once a week during the 2001–2002 school year; 17 percent worked with English teachers weekly and 24 percent monthly. In contrast, 16 percent never worked with English teachers during the 2001–2002 school year.
- Librarians worked less frequently with math teachers. One percent of school librarians worked with math teachers more than once a week during the 2001–2002 school year; 2 percent worked with them weekly, and 8 percent monthly. In contrast, 49 percent of school librarians never worked with math teachers during the school year.
- School librarians in combined elementary/secondary schools (grade spans of PK, K, 1, 2, 3, 4, or 5 through 12) were more likely than librarians in schools with other grade spans to have never worked with English and math teachers during the 2001–2002 school year. School librarians in the smallest schools (1–399 students) were similarly more likely to have never worked with English and math teachers than were those in schools with larger school enrollments.

²⁰ Note that these questions about collaboration with teachers were asked only of the library media center questionnaire respondent about his or her own effort, and do not include any work that other library staff might engage in with math and English teachers.

Use of School Library Media Centers

ELS:2002 examined use of school library media centers from both the school librarians' and the students' perspectives. Librarians were asked about when students were allowed to use the school library in their school, how often the library was used for various purposes, and the circulation of library materials.

When students may use library (table 12)

- Sixty-seven percent of schools allowed students to use their school library media center on their own at anytime. Students in public schools were more likely to have this privilege than students in other private schools (71 percent versus 52 percent); students in suburban schools were more likely to be able to use their school library at anytime independently than students in urban schools (70 percent versus 55 percent).²¹
- Of those schools with scheduled periods for when students may use the library independently, 75 percent allowed students to use the library on their own during specific times throughout the day and 70 percent of schools permitted students to use the library before or after school.

How often library is used for various purposes (table 13)

- On average, school libraries were used (during school and non-school hours): 5 times per week for groups of two or more classes at the same time; 11 times per week for one class only; 18 times per week for small groups (less than a full class); and 5 times per week by groups for non-library-related activities.
- Public school libraries were used more times per week for two or more classes at the same time and for one class only than Catholic schools and other private schools. Public school libraries were also used more often for small groups than other private schools' libraries.
- Overall, larger schools' libraries were used more often each week for two or more classes at the same time, one class only, and small groups than smaller schools. For example, the average number of times per week the library was used for the described activities was lower in schools with enrollments of 1–399 students compared to schools with 1,200 or more students.

How many students visit during a typical week (table 14)

- Thirty-one percent of school library media centers reported receiving 100 to 249 student visits (as individuals or groups) during a typical school week; 25 percent of school libraries reported student visits of 250 to 499 students per week; 19 percent of school libraries experienced 500 to 999 student visits during a typical school week; 11 percent of school libraries reported student visits of over 1000 students per week; and 15 percent of school library media centers reported receiving less than 100 student visits during a typical school week.

²¹ The apparent difference between rural and urban schools was not statistically significant.

- Not surprisingly, in schools with large enrollments (800 or more students), more students visited the school library during the week than in schools with small enrollments (less than 800 students).

Maximum books allowed out by students (table 15)

- Two percent of schools did not allow students to check out books from the school library media center, while 23 percent did not have any maximum on the number of books that could be taken out at one time.

Circulation of library materials (table 16)

- The average number of library materials (books, etc.) that circulated during a typical week from school libraries was 280.
- On average, one book per student circulated from school libraries each week.

What materials may be taken out of the library (table 17)

- The school library media center questionnaire asked respondents if students could take out the following materials from the library: reference materials, periodicals, AV materials, AV equipment, computer software (includes CD-ROM), and computer hardware. Sixty-two percent of schools allowed students to take out periodicals, 48 percent allowed reference materials, and 34 percent allowed AV materials to be checked out of the library. Twenty-six percent of schools did not allow any of the materials to be taken out of the library by students.
- Seventy-two percent of schools allowed parents to check out materials from the school library.

Student Report of School Library Use²²

In the ELS:2002 student questionnaire, 10th-graders answered a series of questions about whether, how often, and for what types of activities they used the school library—for course assignments, in-school projects, homework (assignments to be completed outside of class time), research papers, leisure reading, to read magazines or newspapers, to read books for fun, for interests outside of school (i.e., to learn about things not considered course-related, such as sports, hobbies, people, or music), and for Internet access (table 18). The following results are reported for students who responded that they used the library “sometimes” or “often” for a given activity:

- Students reported using the school library sometimes or often for research papers (54 percent), in-school projects (53 percent), Internet access (41 percent), and assignments (41 percent). They also used the library sometimes or often for homework (27 percent), interests outside of school (21 percent), to read magazines or newspapers (17 percent), to read books for fun (17 percent), and leisure reading (16 percent).
- There were many sex differences in student usage. Females were more likely than males to use their school libraries sometimes or often for assignments, in-school

²² All student responses are for those students attending schools that had a school library media center.

- projects, homework, research papers, and to read books for fun. Males were more likely than females to use the library sometimes or often for interests outside of school.
- Racial and ethnic differences in student usage were also apparent. American Indians, Asians, Blacks, Hispanics, and those who identified as Multiracial were more likely than Whites to use the school library sometimes or often for leisure reading and outside interests. American Indians, Blacks, and Hispanics were more likely than Asians to use the school library sometimes or often for outside interests. Asians, Blacks, Hispanics, and those who identified as Multiracial were also more likely than Whites to use the school library to read magazines or newspapers and to read books for fun. Asians, Hispanics, and Blacks were more likely than Whites to use the library for homework. Blacks were more likely than Whites and Hispanics to use the library for Internet access. Asians and Blacks were more likely than Hispanics to use the school library sometimes or often for in-school projects.
 - Students from different socioeconomic (SES) backgrounds used school libraries for different reasons. Students from higher SES families were more likely to report using the school library sometimes or often for assignments and in-school projects than students from lower SES backgrounds.²³ Students from lower SES families were more likely than those from higher SES families to use the school library sometimes or often for: leisure reading, to read magazines or newspapers, to read books for fun, and for interests outside of school.²⁴ Students from low-SES backgrounds were also more likely to use the library for homework than students from middle- or high-SES backgrounds.
 - Students with different test scores also used the school library for different purposes. Students with higher test scores were more likely than students with lower test scores to use the library sometimes or often for assignments, in-school projects, and research papers.²⁵ Students with lower test scores were more likely than students with higher test scores to use the library for homework, leisure reading, to read magazines or newspapers, and for outside interests.²⁶ In addition, students with low test scores were more likely than students with middle or high test scores to use the library to read books for fun.
 - Students in other private schools reported greater usage of the school library sometimes or often for homework, leisure reading, and to read magazines or newspapers than students in public or Catholic schools. In addition, students in other private schools report greater usage of their school library than students in public schools for assignments and Internet access.

²³ Household socioeconomic status (SES) was divided into three categories—high, middle, and low. See the notes in appendix A for details on variable construction. Students from high-SES families were more likely to use the library for assignments than students from middle- or low-SES families; students from middle-SES families were more likely to use the library for assignments than students from low-SES families. Students from high-SES families were more likely to use the library for in-school projects than students from middle- and low-SES families.

²⁴ Low-SES students more than middle- and high-SES students; middle-SES students more than high-SES students.

²⁵ Test scores are a composite of reading and math scores in 10th grade. Test scores were divided into three categories—high, middle, and low. See appendix A for details on variable construction. Here, students with high tests more than students with middle or low tests; students with middle tests more than students with low tests.

²⁶ Students with low test scores more than students with middle or high test scores; students with middle test scores more than students with high test scores.

Student Attitudes Toward School Library

Students were asked how useful their school library reference materials (books, magazines, Internet resources, and databases) were in helping them with class assignments and research (table 19). Results included

- The majority of students found their school library reference materials useful. Fifty-eight percent reported the reference materials in their school library were useful, and another 22 percent found their school library reference materials very useful. Twelve percent reported not using the library at all.
- Black students were more likely than Asian, Hispanic, and White students to respond that school library reference materials were “very useful.”
- No differences were detected between students’ scores on the ELS:2002 achievement test (combined English and math; highest quartile, middle quartile, or lowest quartile) and their attitudes towards the school library.

Students were also asked how helpful they thought the library staff was with various tasks—finding research resources such as books, magazines, and newspaper articles on a research topic, using databases (online databases or CD-ROMs) for research, and using the Internet for research (table 20). The following results pertain to those students who found the staff to be “very helpful” or “helpful”:

- Well over half of students reported that library staff was helpful with several tasks. Seventy-nine percent of students reported that the library staff was very helpful or helpful with finding research resources. Sixty-five percent of students reported that the library staff was very helpful or helpful with using databases. Sixty-nine percent of students reported that the library staff was very helpful or helpful with using the Internet.
- Female students were more likely than male students to report that library staff was very helpful or helpful with the above tasks.
- Asian students were less likely to report staff was very helpful or helpful with all three tasks than Hispanics and Whites. Asian students were also less likely than Black students to report staff was very helpful or helpful with using databases and the Internet for research.

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Table 1. Percent of 10th-grade schools with a school library media center, by selected school characteristics: 2002

School characteristic	Percentage with a school library media center
Total	96.1
School sector	
Public	100.0
Catholic	100.0
Other private	80.8
School urbanicity	
Urban	99.1
Suburban	93.1
Rural	98.0
School region	
Northeast	95.0
Midwest	97.7
South	94.3
West	98.2
Grade span	
PK, K, 1, 2, 3, 4, or 5–12	87.6
6, 7, or 8–12	100.0
9–10, 11, 12	99.7
10–11, 12	100.0
School enrollment	
1–399	92.6
400–799	100.0
800–1,199	100.0
1,200–1,599	100.0
1,600+	100.0
Grade 10 percent free lunch ¹	
0–5 percent	87.9
6–20 percent	100.0
21–50 percent	99.4
51–100 percent	100.0

¹Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, School Survey, 2002."

Table 2. Mean total seating capacity of school library media centers and percent of school library media centers with different organizations and space accommodations, by selected school characteristics: 2002

School characteristic	Mean total seating capacity (seats)	Library organization		Space accommodations	
		Centralized (one area in one building) (percent)	Decentralized (collections or services located in more than one location) (percent)	Media center can accommodate full class of students at one time (percent)	Media center can serve full class and other activity ¹ at once (percent)
Total	69.2	92.6	7.4	89.6	80.5
School sector					
Public	73.3	96.4	3.6	94.2	83.2
Catholic	63.7	94.9	5.1	93.1	70.3
Other private	51.7	74.7	25.3	67.5	67.8
School urbanicity					
Urban	78.7	95.4	4.6	78.2	81.9
Suburban	72.7	94.9	5.1	92.8	81.4
Rural	59.6	88.3	11.7	92.6	78.8
School region					
Northeast	67.5	92.3	7.7	98.9	71.4
Midwest	66.7	90.4	9.6	89.5	78.6
South	72.8	91.8	8.2	87.1	87.5
West	66.9	97.4	2.6	87.0	78.5
Grade span					
PK, K, 1, 2, 3, 4, or 5– 12	49.1	85.7	14.3	72.3	88.7
6, 7, or 8–12	56.3	92.7	7.3	99.1	72.8
9–10, 11, 12	82.1	95.8	4.2	95.1	84.8
10–11, 12	99.8	98.3	1.7	100.0	94.2
School enrollment					
1–399	46.0	85.0	15.0	81.2	70.5
400–799	62.9	98.4	1.6	97.7	79.5
800–1,199	88.5	98.6	1.4	88.8	92.0
1,200–1,599	111.0	97.3	2.7	100.0	96.0
1,600+	128.4	96.0	4.0	98.9	97.4
Grade 10 percent free lunch ²					
0–5 percent	64.8	83.2	16.8	84.2	74.9
6–20 percent	76.6	95.2	4.8	95.9	91.2
21–50 percent	67.6	95.4	4.6	89.7	79.9
51–100 percent	64.9	97.4	2.6	85.0	73.3

¹ Such as production activities, conferences, small group work, individual browsing.

² Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table 3. Percent of school library media centers with various work areas, by selected school characteristics: 2002

School characteristic	Individual activity areas ¹	Small group activity areas ²	Large group activity areas ³	Staff work area ⁴	Conference room	Computer access area or lab
Total	65.3	65.7	80.1	81.9	31.6	96.8
School sector						
Public	65.1	67.2	81.4	86.8	35.4	98.1
Catholic	58.4	64.4	81.8	86.0	30.0	94.7
Other private	68.5	59.4	73.7	58.5	15.0	92.0
School urbanicity						
Urban	62.2	66.3	77.7	72.2	37.7	90.5
Suburban	64.7	63.3	83.1	88.9	31.4	97.9
Rural	67.9	68.1	78.0	79.6	28.3	99.4
School region						
Northeast	70.0	63.1	81.2	83.6	33.9	94.1
Midwest	63.2	61.4	77.1	83.6	31.0	99.4
South	67.8	72.5	81.7	84.2	30.5	96.2
West	60.2	61.1	80.2	74.1	32.7	96.8
Grade span						
PK, K, 1, 2, 3, 4, or 5–12	65.2	62.0	71.2	65.6	15.2	95.0
6, 7, or 8–12	55.6	63.0	82.9	78.8	27.7	96.0
9–10, 11, 12	68.2	68.5	83.3	90.6	40.4	97.9
10–11, 12	67.3	61.4	90.6	96.0	51.5	100
School enrollment						
1–399	57.6	59.2	73.2	73.2	18.0	93.8
400–799	66.1	66.8	79.5	80.6	30.6	98.7
800–1,199	76.7	70.5	84.5	88.3	38.1	99.7
1,200–1,599	73.5	81.3	89.3	97.4	62.4	98.6
1,600+	75.4	75.5	92.2	95.5	52.1	99.8
Grade 10 percent free lunch ⁵						
0–5 percent	69.7	62.0	76.8	71.8	29.1	94.0
6–20 percent	68.8	72.9	90.5	90.4	33.7	98.7
21–50 percent	67.0	66.7	76.2	82.6	32.0	100.0
51–100 percent	48.8	59.5	77.1	79.0	34.0	95.4

¹ Area for individual reading, viewing, and listening.

² Area for five persons or less for viewing or listening.

³ Area for more than five persons for viewing or listening.

⁴ Area where staff order, label, etc.

⁵ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table 4. Percent of school library media centers with different amounts of library collections, by selected school characteristics: 2002

School characteristic	2001 holdings—books (all copies)				2001 holdings—video materials (tape, DVD, or laser disc titles; not duplicates)			
	Fewer than 8,000	8,000–15,999	16,000–23,999	24,000 or more	Fewer than 250	250–999	1,000–1,749	1,750 or more
Total	38.8	36.1	18.9	6.2	60.5	31.1	7.1	1.3
School sector								
Public	32.4	39.0	22.3	6.3	56.1	34.7	7.7	1.5
Catholic	32.0	50.4	14.3	3.3	62.7	32.5	4.8	#
Other private	69.5	18.8	4.7	7.0	79.1	14.8	5.2	0.8
School urbanicity								
Urban	42.6	28.3	18.1	11.0	56.0	31.4	10.3	2.3
Suburban	31.9	37.1	24.8	6.2	56.5	31.9	9.8	1.8
Rural	44.4	39.6	12.5	3.5	67.3	30.0	2.4	0.2
School region								
Northeast	31.1	34.4	26.6	7.9	60.0	32.5	6.1	1.4
Midwest	31.2	43.5	18.5	6.9	62.1	30.1	6.7	1.1
South	43.2	34.8	16.9	5.1	49.8	38.2	10.5	1.4
West	47.1	29.7	16.9	6.3	77.7	18.6	2.4	1.3
Grade span								
PK, K, 1, 2, 3, 4, or 5–12	58.2	25.8	12.5	3.5	77.8	16.5	5.2	0.5
6, 7, or 8–12	46.8	41.8	9.0	2.3	60.3	34.7	4.5	0.5
9–10, 11, 12	27.9	38.9	24.7	8.5	51.6	37.8	8.9	1.7
10–11, 12	6.1	56.7	24.1	13.2	53.5	30.7	7.9	7.9
School enrollment								
1–399	60.1	28.8	8.6	2.5	77.8	21.1	1.1	#
400–799	32.5	46.1	18.5	2.9	54.8	37.7	7.5	#
800–1,199	18.2	53.7	23.1	5.0	38.7	44.6	14.3	2.4
1,200–1,599	3.9	40.0	43.0	13.1	41.2	42.5	16.3	#
1,600+	1.1	29.3	41.6	28	35.3	31.6	22.1	11.0
Grade 10 percent free lunch ¹								
0–5 percent	44.8	33.7	11.8	9.7	68.0	24.6	6.6	0.8
6–20 percent	38.5	32.9	22.4	6.2	55.0	38.2	3.9	2.9
21–50 percent	29.3	41.5	24.8	4.4	61.8	31.5	5.7	0.9
51–100 percent	49.4	34.1	12.8	3.7	61.7	28.5	8.4	1.4

See notes at end of table.

Table 4. Percent of school library media centers with different amounts of library collections, by selected school characteristics: 2002—Continued

School characteristic	2001 holdings—periodical subscriptions (current print or microform subscriptions)				2001 holdings—electronic database subscriptions (online, CD-ROM, electronic journals, electronic books; not duplicates)			
	Fewer than 25	25–49	50–74	75 or more	None	1–3	4–6	7 or more
Total	42.3	35.8	12.3	9.6	25.0	44.1	14.3	16.5
School sector								
Public	34.8	40.6	14.2	10.4	20.2	45.3	16.0	18.6
Catholic	49.8	29.6	14.8	5.9	37.1	28.1	18.8	16.0
Other private	73.6	16.2	3.1	7.0	42.8	44.0	5.7	7.6
School urbanicity								
Urban	46.2	29.2	12.3	12.3	29.6	38.6	14.4	17.4
Suburban	37.8	36.5	14.4	11.3	27.0	34.4	19.0	19.5
Rural	45.3	38.9	9.9	5.9	20.1	58.6	8.8	12.5
School region								
Northeast	34.3	39.6	12.7	13.5	17.2	35.3	21.3	26.3
Midwest	36.1	36.8	15.2	11.8	22.8	43.3	19.2	14.7
South	44.1	35.0	12.6	8.3	31.2	39.4	10.3	19.1
West	53.4	33.1	7.7	5.8	22.8	59.7	9.9	7.5
Grade span								
PK, K, 1, 2, 3, 4, or 5–12	64.8	31.2	1.4	2.7	30.9	54.2	5.2	9.7
6, 7, or 8–12	36.9	47.2	11.3	4.6	32.1	31.3	18.4	18.2
9–10, 11, 12	33.2	34.4	18.1	14.3	21.0	42.2	17.0	19.8
10–11, 12	34.2	45.7	8.2	11.9	#	55.3	34.9	9.8
School enrollment								
1–399	59.3	30.4	6.4	3.9	36.3	46.4	10.1	7.2
400–799	35.1	45.5	11.5	7.8	22.0	44.1	14.0	19.9
800–1,199	27.0	42.2	13.6	17.2	16.0	43.4	16.9	23.7
1,200–1,599	19.6	34.2	26.5	19.7	4.3	38.9	26.7	30.1
1,600+	19.7	33.7	24.7	21.9	6.1	42.6	22.9	28.5
Grade 10 percent free lunch ¹								
0–5 percent	50.3	31.1	10.2	8.4	34.4	34.7	15.4	15.5
6–20 percent	37.2	33.2	15.1	14.5	15.3	49.4	13.1	22.3
21–50 percent	35.4	44.1	12.1	8.3	20.0	54.4	10.9	14.7
51–100 percent	42.4	40.0	10.9	6.7	36.2	34.0	14.1	15.6

Rounds to zero.

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table 5a. Percent of school library media centers with various equipment and technology, by selected school characteristics: 2002

School characteristic	School library media center has:									
	Tele- phone	Fax machine	Photo- copier	VCR	Laser disc player	DVD player	Elec- tronic book reader	CD- ROM reader	Per- sonal com- puter	Auto- mated book circu- lation system
Total	88.0	21.1	67.4	91.1	38.4	22.7	1.9	71.3	94.1	73.9
School sector										
Public	92.4	24.1	70.6	91.8	42.8	23.2	1.4	74.6	92.8	79.1
Catholic	93.0	13.1	84.8	90.1	41.5	32.7	1.5	69.2	98.5	67.3
Other private	65.3	9.1	46.6	88.4	17.0	17.6	4.5	56.4	98.8	50.4
School urbanicity										
Urban	84.7	19.3	75.7	86.7	33.5	23.4	1.6	71.7	92.0	71.9
Suburban	90.1	23.2	74.4	92.4	48.3	27.5	3.2	76.0	96.9	80.8
Rural	87.5	19.8	54.6	92.4	30.3	17.0	0.6	65.6	92.2	67.4
School region										
Northeast	97.8	35.5	84.2	84.0	29.4	30.8	1.5	72.5	95.0	72.8
Midwest	89.3	22.5	60.5	91.4	49.7	26.0	1.7	77.2	97.5	67.4
South	82.9	18.3	66.8	95.8	35.4	20.8	3.3	70.5	88.5	77.5
West	87.7	13.0	64.4	87.9	35.5	15.7	#	64.3	99.1	76.9
Grade span										
PK, K, 1, 2, 3, 4, or 5–12	70.5	10.7	35.9	91.1	18.6	8.4	2.6	58.5	91.2	52.2
6, 7, or 8–12	90.2	17.8	73.5	95.5	37.4	27.0	2.5	69.6	94.3	74.0
9–10, 11, 12	95.3	26.6	80.4	89.8	48.1	28.7	1.4	77.0	95.3	83.4
10–11, 12	100.0	35.0	74.7	97.5	47.6	25.0	2.9	93.8	100.0	95.5
School enrollment										
1–99	72.9	13.1	44.2	86.4	23.6	16.3	2.0	57.1	91.6	55.0
400–799	95.4	22.0	76.4	97.0	47.9	23.9	2.5	73.7	93.6	85.2
800–1,199	100.0	22.6	93.6	95.3	46.8	29.7	1.4	88.1	97.1	90.9
1,200–1,599	100.0	31.3	95.9	93.9	55.2	31.9	#	91.9	97.9	97.1
1,600+	100.0	39.3	99.5	91.5	64.4	36.2	1.6	88.1	98.5	98.1
Grade 10 percent free lunch ¹										
0–5 percent	78.8	13.9	63.2	90.5	32.9	28.6	0.7	64.9	98.0	66.7
6–20 percent	97.0	34.2	84.8	90.4	40.9	28.2	3.7	84.2	98.4	90.2
21–50 percent	90.3	20.5	58.1	93.9	31.5	16.9	0.6	68.7	92.6	67.4
51–100 percent	82.5	14.9	66.0	87.2	48.0	13.8	3.0	65.6	80.2	70.1
Allowed to use item:										
Students	28.8	34.7	79.4	57.4	43.6	59.6	88.2	94.5	93.0	60.4
Faculty/staff	91.1	85.6	89.6	99.0	99.9	95.3	90.3	98.9	95.0	61.6
Library staff	87.2	87.6	89.0	78.9	78.9	88.7	100.0	93.1	92.7	96.9

See notes at end of table.

Table 5a. Percent of school library media centers with various equipment and technology, by selected school characteristics: 2002—Continued

School characteristic	School library media center has:									
	Internet access	Cable TV	Closed-circuit TV	Video camera	Satellite TV hook up	Audio equipment	Video conferencing equipment	Scanner	LCD panel or projection device	Technology for disabled
Total	95.9	66.1	29.6	58.6	31.3	89.0	19.5	54.5	60.5	15.6
School sector										
Public	98.3	71.2	32.0	63.7	36.0	91.0	22.1	58.5	66.0	18.6
Catholic	95.8	64.5	40.5	52.7	17.8	84.9	6.3	46.7	48.0	4.0
Other private	84.7	42.5	15.7	36.4	13.6	79.8	11.3	38.4	38.2	4.9
School urbanicity										
Urban	86.3	51.1	26.1	45.6	14.7	83.2	8.8	44.3	50.4	9.0
Suburban	97.8	71.0	39.1	63.0	34.8	89.0	20.7	57.9	64.4	15.8
Rural	99.5	69.5	21.3	61.3	37.3	92.5	24.4	56.8	61.9	19.1
School region										
Northeast	93.7	63.9	23.1	46.6	21.5	81.9	16.1	44.3	56.2	11.9
Midwest	96.7	74.3	31.1	73.4	40.4	90.7	24.9	65.8	61.5	22.7
South	94.1	70.4	35.1	60.2	34.8	97.7	20.9	55.9	64.0	12.5
West	100.0	49.0	22.3	45.8	20.9	77.1	12.4	44.3	56.1	14.6
Grade span										
PK, K, 1, 2, 3, 4, or 5–12	92.5	52.5	12.9	41.2	28.1	86.9	28.4	46.2	50.1	12.1
6, 7, or 8–12	99.1	68.4	25.8	67.3	37.1	94.4	15.0	59.6	61.2	13.0
9–10, 11, 12	96.5	71.0	37.5	63.8	30.6	88.4	16.2	56.0	64.1	17.8
10–11, 12	100.0	97.3	66.4	83.6	50.3	94.0	30.5	87.4	92.2	21.2

See notes at end of table.

Table 5a. Percent of school library media centers with various equipment and technology, by selected school characteristics: 2002—Continued

School characteristic	School library media center has:									
	Internet access	Cable TV	Closed-circuit TV	Video camera	Satellite TV hook up	Audio equipment	Video conferencing equipment	Scanner	LCD panel or projection device	Technology for disabled
School enrollment										
1–399	92.4	51.8	13.1	46.7	25.8	89.2	17.4	51.8	48.9	12.0
400–799	99.9	81.0	37.4	73.3	40.8	93.4	24.8	57.3	66.6	15.8
800–1,199	100.0	73.9	47.3	68.3	39.9	92.8	20.0	54.6	77.3	19.4
1,200–1,599	100.0	71.4	42.7	70.2	36.4	87.4	21.7	67.7	72.3	24.2
1,600+	100.0	83.2	55.3	69.7	36.4	83.9	24.6	70.1	83.3	31.8
Grade 10 percent free lunch ¹										
0–5 percent	90.8	55.7	29.1	50.0	17.4	83.4	9.7	45.8	50.9	10.4
6–20 percent	99.9	81.4	35.8	65.1	34.1	91.3	31.2	66.1	71.8	18.4
21–50 percent	99.5	70.9	23.2	58.9	38.7	89.1	23.3	52.5	62.2	20.1
51–100 percent	90.2	52.7	32.9	48.8	24.4	92.9	10.8	51.5	56.4	9.9
Allowed to use item:										
Students	95.9	68.7	76.1	76.0	61.7	80.7	74.5	83.8	53.7	88.5
Faculty/staff	98.5	96.1	90.3	98.9	83.8	99.1	95.2	92.8	95.9	89.3
Library staff	90.2	91.5	93.2	89.5	94.8	87.9	90.7	93.1	92.5	79.4

Rounds to zero.

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

NOTE: Two similar questions on Internet access were asked in the Library Media Center Questionnaire. Table 5a presents the results of respondents' answers to question 11KA and table 6 presents respondents' answers to question 12C. Estimates across the two tables differ, perhaps due to the slight wording differences of the two questions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table 5b. Mean number of equipment and technology items offered by school library media centers, by category and selected school characteristics: 2002

School characteristic	Office equipment	Audiovisual equipment	Electronic equipment
Total	1.8	4.5	2.8
School sector			
Public	1.9	4.7	2.9
Catholic	1.9	4.0	2.9
Other private	1.2	3.3	2.3
School urbanicity			
Urban	1.8	3.7	2.6
Suburban	1.9	4.8	3.1
Rural	1.6	4.6	2.6
School region			
Northeast	2.2	4.0	2.8
Midwest	1.7	4.8	3.2
South	1.7	4.8	2.7
West	1.6	3.7	2.6
Grade span			
PK, K, 1, 2, 3, 4, or 5–12	1.2	3.7	2.3
6, 7, or 8–12	1.8	4.7	2.9
9–10, 11, 12	2.0	4.7	3.1
10–11, 12	2.1	6.1	3.5
School enrollment			
1–399	1.3	3.8	2.4
400–799	1.9	5.1	3.0
800–1,199	2.2	5.1	3.2
1,200–1,599	2.3	4.9	3.4
1,600+	2.4	5.3	3.6
Grade 10 percent free lunch ¹			
0–5 percent	1.6	3.9	2.7
6–20 percent	2.2	5.0	3.2
21–50 percent	1.7	4.5	2.6
51–100 percent	1.6	4.2	2.7

¹Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

NOTE: Office equipment includes three items: telephone, fax machine, and photocopier. Audio-visual equipment includes eight items: audio equipment, LCD panel, VCR, video camera, videoconferencing equipment, cable television closed-circuit television, and satellite TV hook-up. Electronic equipment includes six items: personal computer, CD-ROM reader, DVD player, laser disc player, scanner, and electronic book reader.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table 6. Percent of school library media centers with various services, by selected school characteristics: 2002

School characteristic	School library media center has:					
	Online catalog	Other libraries' online catalogs	Internet access	Email or chat room access	Educational software ¹	Multimedia production facility ²
Total	69.2	60.5	96.0	67.8	70.2	17.6
School sector						
Public	76.2	62.4	99.4	68.2	69.8	19.3
Catholic	67.3	66.2	95.7	58.4	72.3	19.6
Other private	36.5	49.9	79.7	69.0	71.6	8.8
School urbanicity						
Urban	66.2	62.1	92.3	65.5	65.0	11.0
Suburban	76.7	57.2	95.7	66.0	72.2	18.5
Rural	62.5	63.4	98.5	71.4	71.1	20.5
School region						
Northeast	78.7	76.2	93.7	63.4	65.8	15.7
Midwest	68.5	68.9	96.8	65.5	78.4	23.1
South	71.6	54.8	96.4	70.8	76.0	18.6
West	58.4	47.8	96.0	69.1	52.5	9.4
Grade span						
PK, K, 1, 2, 3, 4, or 5–12	41.1	47.4	89.5	69.6	78.0	22.9
6, 7, or 8–12	67.1	66.9	96.8	62.0	66.4	15.0
9–10, 11, 12	83.4	65.0	98.8	68.8	67.3	15.3
10–11, 12	68.2	65.4	100.0	62.7	77.3	34.5
School enrollment						
1–399	48.7	47.9	93.7	68.5	69.8	16.4
400–799	75.2	61.8	98.3	61.6	67.1	18.0
800–1,199	84.6	71.8	99.3	86.1	78.7	21.4
1,200–1,599	91.4	79.7	100.0	60.2	76.0	18.4
1,600+	97.1	76.2	100.0	68.7	75.5	26.0
Grade 10 percent free lunch ⁵						
0–5 percent	61.0	60.6	87.9	65.8	72.2	9.4
6–20 percent	86.0	84.3	99.9	56.7	67.9	29.8
21–50 percent	65.5	54.4	99.5	73.9	74.6	17.7
51–100 percent	63.1	41.0	99.0	80.2	57.6	12.5

See notes at end of table.

Table 6. Percent of school library media centers with various services, by selected school characteristics: 2002—Continued

School characteristic	School library media center has:				
	Reference and bibliography database ³	General articles and news databases	College and career databases	Academic subject databases ⁴	Electronic full-text books, journals, references, or magazines
Total	88.1	82.1	62.1	56.0	62.0
School sector					
Public	92.5	87.9	67.6	59.4	66.7
Catholic	84.3	78.8	60.8	54.6	46.1
Other private	69.0	55.4	36.5	40.4	44.7
School urbanicity					
Urban	78.5	71.0	53.9	54.2	51.2
Suburban	85.2	77.2	62.9	55.8	59.2
Rural	97.0	94.1	66.0	57.2	71.7
School region					
Northeast	87.6	85.1	56.9	67.1	66.0
Midwest	94.7	89.2	71.4	63.2	64.4
South	86.8	80.8	60.8	57.4	58.5
West	82.0	72.7	56.2	35.3	62.1
Grade span					
PK, K, 1, 2, 3, 4, or 5–12	80.3	73.4	50.4	46.5	46.5
6, 7, or 8–12	89.4	79.8	72.4	50.5	65.5
9–10, 11, 12	91.0	86.3	64.1	61.5	67.7
10–11, 12	97.4	100.0	81.7	77.7	72.9
School enrollment					
1–399	86.2	76.2	55.6	42.4	49.8
400–799	85.2	83.8	63.4	59.0	69.9
800–1,199	97.3	89.9	74.3	78.5	67.7
1,200–1,599	96.8	96.8	69.5	75.7	80.2
1,600+	96.2	97.7	76.6	70.1	80.7
Grade 10 percent free lunch ⁵					
0–5 percent	79.4	73.0	49.0	52.5	53.3
6–20 percent	92.2	90.6	66.1	77.4	81.1
21–50 percent	97.0	93.0	67.7	50.5	63.2
51–100 percent	80.7	70.2	63.4	48.8	48.1

¹Examples include CD-ROMs and Math Blasters.

²A multimedia production facility is a studio containing a computers and equipment using text, full-color images and graphics, video, animation, and

³Examples include encyclopedias and dictionaries.

⁴Education, business/management, humanities, science/engineering/math, or English databases (e.g., ERIC, Science Direct).

⁵Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

NOTE: Two similar questions on Internet access were asked in the Library Media Center Questionnaire. Table 5a presents the results of respondents' answers to question 11KA and table 6 presents respondents' answers to question 12C. Estimates across the two tables differ, perhaps due to the slight wording differences of the two questions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table 7. Percent of school library media centers that participate in various interlibrary loan (ILL) programs, by selected school characteristics: 2002

School characteristic	School library media center participates in:						
	Any interlibrary loan program	Interlibrary loan program with area high schools	Interlibrary loan program with other high schools in state	Interlibrary loan program with public libraries in the area	Interlibrary loan program with state library	Interlibrary loan program with colleges and universities	Other interlibrary loan program
Total	62.3	42.1	25.3	43.0	30.4	31.2	19.4
School sector							
Public	70.3	50.6	29.7	49.8	35.9	36.7	21.0
Catholic	50.2	26.3	12.4	33.2	21.0	21.3	15.8
Other private	28.0	7.2	8.6	14.2	7.3	8.5	13.5
School urbanicity							
Urban	52.3	35.8	12.5	25.0	18.0	20.4	19.6
Suburban	62.3	42.2	27.3	44.2	29.6	28.3	20.5
Rural	68.1	45.6	30.6	52.3	38.7	41.0	18.2
School region							
Northeast	75.5	60.4	46.6	68.3	52.3	53.3	31.7
Midwest	71.7	43.4	24.2	54.5	35.4	43.6	22.5
South	53.0	37.2	22.4	27.9	21.3	15.9	11.8
West	56.4	34.2	15.3	36.3	22.9	25.6	19.7
Grade span							
PK, K, 1, 2, 3, 4, or 5–12	41.1	11.3	19.1	30.7	24.3	25.6	16.7
6, 7, or 8–12	67.0	58.1	28.4	47.5	31.1	40.3	24.5
9–10, 11, 12	71.6	53.1	27.9	48.1	33.8	31.9	19.5
10–11, 12	49.8	33.5	13.5	34.0	14.0	14.0	13.2
School enrollment							
1–399	58.0	33.3	23.4	43.9	28.4	33.3	15.4
400–799	63.0	42.0	25.8	47.0	34.0	33.9	20.6
800–1,199	67.9	47.5	30.3	42.9	34.4	33.1	24.7
1,200–1,599	63.9	43.0	25.3	40.6	30.9	26.3	25.7
1,600+	68.9	63.0	29.3	31.9	29.1	20.5	10.1
Grade 10 percent free lunch ¹							
0–5 percent	45.6	29.1	17.1	33.1	23.1	23.3	13.4
6–20 percent	75.5	57.2	43.5	57.3	42.2	40.6	25.7
21–50 percent	63.1	45.0	27.0	44.0	36.0	36.6	18.4
51–100 percent	69.8	28.2	5.7	39.2	15.2	20.7	23.5

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table 8. Percent distribution of school library media centers' expenditures on computer hardware (other than communications equipment), by selected school characteristics: 2002

School characteristic	Total spent on computer hardware during 2000–2001 school year				
	None	\$1–\$2,499	\$2,500–\$4,999	\$5,000–\$9,999	\$10,000 or more
Total	20.9	36.1	13.4	10.1	19.5
School sector					
Public	20.6	34.8	12.5	10.6	21.5
Catholic	18.0	31.8	22.0	14.0	14.2
Other private	22.7	42.7	14.9	7.0	12.6
School urbanicity					
Urban	26.2	32.5	12.3	12.4	16.6
Suburban	24.8	31.2	15.1	10.0	18.9
Rural	12.9	44.2	12.1	8.8	22.0
School region					
Northeast	30.4	32.6	8.1	6.9	22.0
Midwest	18.6	29.7	20.9	9.2	21.6
South	16.9	41.7	12.1	11.3	18.0
West	23.5	37.4	9.9	11.7	17.5
Grade span					
PK, K, 1, 2, 3, 4, or 5–12	16.1	39.1	10.6	7.3	26.9
6, 7, or 8–12	36.0	36.0	7.7	10.2	10.0
9–10, 11, 12	19.5	34.5	16.6	11.6	17.9
10–11, 12	6.2	40.8	10.6	4.5	37.9
School enrollment					
1–399	20.3	40.9	14.0	6.7	18.0
400–799	27.0	38.9	12.3	7.6	14.1
800–1,199	19.6	31.0	13.2	16.0	20.1
1,200–1,599	19.8	21.4	13.3	16.6	28.9
1,600+	9.3	19.9	16.8	17.1	36.9
Grade 10 percent free lunch ¹					
0–5 percent	20.6	40.7	14.3	6.7	17.7
6–20 percent	16.7	35.2	14.3	11.1	22.7
21–50 percent	15.1	38.8	12.7	7.4	26.0
51–100 percent	30.1	30.6	6.9	21.6	10.9

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table 9. Percent of school library media centers with various staff members, by selected school characteristics: 2002

School characteristic	Staff includes state-certified librarians	Library staff includes state-certified teachers	Library staff includes non-certified professionals	Staff includes paid library aides	Volunteers provide library services
Total	76.4	35.3	22.6	51.1	48.7
School sector					
Public	86.5	35.7	15.2	57.0	45.4
Catholic	66.3	30.4	40.1	33.6	54.2
Other private	33.1	34.9	49.3	30.2	61.5
School urbanicity					
Urban	65.8	19.8	43.0	49.8	51.3
Suburban	77.4	38.8	22.8	51.6	54.7
Rural	81.3	40.1	9.8	51.4	39.8
School region					
Northeast	80.8	35.7	19.9	54.2	44.5
Midwest	72.8	44.5	20.4	61.3	50.6
South	85.7	28.3	21.8	39.7	39.0
West	60.7	34.5	29.0	55.2	68.3
Grade span					
PK, K, 1, 2, 3, 4, or 5–12	51.7	43.2	31.6	45.1	54.1
6, 7, or 8–12	84.6	28.3	5.4	39.1	43.2
9–10, 11, 12	85.4	33.8	23.8	57.0	47.4
10–11, 12	100.0	23.0	8.9	75.5	59.6
School enrollment					
1–399	60.5	38.4	26.4	36.9	45.3
400–799	89.1	29.6	12.6	58.4	45.3
800–1,199	89.4	35.2	21.5	58.9	50.8
1,200–1,599	93.3	32.7	21.3	75.7	58.9
1,600+	96.0	38.5	16.8	83.9	51.4
Grade 10 percent free lunch ¹					
0–5 percent	60.2	33.6	36.5	46.1	55.7
6–20 percent	90.0	30.2	13.3	62.7	43.4
21–50 percent	78.3	44.3	14.2	56.6	41.7
51–100 percent	72.7	31.2	29.6	36.0	50.7

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table 10. Percent distribution of how frequently school library media center survey respondents worked with English teachers to plan and deliver instruction, by selected school characteristics: 2002

School characteristic	How frequently worked with English teachers during the 2001–2002 school year					
	Never	Once during the year	Once or twice a semester or term	Monthly	Weekly	More than once a week
Total	15.6	1.3	24.3	24.0	17.1	17.8
School sector						
Public	11.1	1.5	24.9	26.9	19.2	16.3
Catholic	13.0	0.9	29.2	31.0	16.2	9.7
Other private	39.7	#	19.1	6.3	6.5	28.3
School urbanicity						
Urban	15.0	0.2	21.2	23.3	19.6	20.7
Suburban	11.2	0.6	20.7	23.7	21.1	22.8
Rural	20.8	2.6	29.9	24.6	11.3	10.8
School region						
Northeast	3.7	#	20.1	29.8	27.9	18.5
Midwest	10.8	1.4	24.1	31.2	14.3	18.2
South	17.3	1.7	23.2	19.0	19.7	19.1
West	29.2	1.1	30.0	17.8	7.6	14.3
Grade span						
PK, K, 1, 2, 3, 4, or 5–12	46.7	1.3	14.8	13.8	4.7	18.6
6, 7, or 8–12	3.8	3.5	29.6	36.2	10.8	16.2
9–10, 11, 12	4.1	0.6	27.4	25.1	25.3	17.6
10–11, 12	#	#	23.3	36.2	14.6	25.9
School enrollment						
1–399	30.2	1.5	35.5	16.6	5.8	10.5
400–799	9.1	1.4	20.0	33.8	21.8	13.9
800–1,199	1.2	1.0	15.7	24.5	30.5	27.1
1,200–1,599	0.6	0.7	19.9	29.2	27.0	22.7
1,600+	1.7	1.5	12.1	21.4	25.3	37.9
Grade 10 percent free lunch ¹						
0–5 percent	24.0	0.2	17.9	20.9	18.3	18.6
6–20 percent	10.7	0.2	25.0	25.4	18.6	20.0
21–50 percent	15.8	1.5	23.2	32.8	13.1	13.6
51–100 percent	#	1.2	39.5	12.6	21.0	25.6

Rounds to zero.

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table 11. Percent distribution of how frequently school library media center survey respondents worked with math teachers to plan and deliver instruction, by selected school characteristics: 2002

School characteristic	How frequently worked with math teachers during the 2001–2002 school year					
	Never	Once during the year	Once or twice a semester or term	Monthly	Weekly	More than once a week
Total	49.1	13.7	26.4	7.8	1.7	1.3
School sector						
Public	46.2	15.2	28.7	8.0	1.4	0.4
Catholic	51.9	16.0	24.0	5.5	2.7	#
Other private	63.5	5.0	15.2	7.8	2.6	5.9
School urbanicity						
Urban	42.7	17.8	22.9	8.2	3.9	4.6
Suburban	40.3	17.4	31.8	8.7	1.2	0.7
Rural	61.8	7.7	22.5	6.7	1.1	0.1
School region						
Northeast	35.6	23.4	30.5	10.3	#	0.2
Midwest	50.8	11.4	31.1	4.6	2.1	#
South	46.3	11.3	29.3	10.4	2.5	0.1
West	62.4	14.3	11.0	5.6	0.7	6.0
Grade span						
PK, K, 1, 2, 3, 4, or 5–12	70.8	5.5	13.7	6.7	#	3.3
6, 7, or 8–12	38.9	16.1	30.4	13.3	1.3	#
9–10, 11, 12	42.0	16.8	31.2	6.8	2.5	0.7
10–11, 12	29.6	18.9	39.0	7.6	5.0	#
School enrollment						
1–399	70.6	3.6	19.1	5.4	1.4	#
400–799	43.7	13.2	30.0	10.0	2.0	1.1
800–1,199	35.7	25.9	26.3	2.5	1.5	8.1
1,200–1,599	25.1	30.2	27.0	14.5	3.2	#
1,600+	27.4	17.5	43.5	9.8	1.4	0.5
Grade 10 percent free lunch ¹						
0–5 percent	51.3	16.8	24.4	5.3	2.2	#
6–20 percent	44.7	15.3	27.0	10.3	1.6	1.2
21–50 percent	53.3	6.4	28.7	9.9	1.4	0.3
51–100 percent	38.8	20.4	24.8	4.6	2.9	8.6

Rounds to zero.

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table 12. Percent distribution of when students may use school library media centers on their own, by selected school characteristics: 2002

School characteristic	When students may use library on own		Of those schools with set times for students' use of library on own:				
	During scheduled periods/set times	Anytime	Students may use library on own before or after school	Students may use library on own during lunch break	Students may use library on own during set times throughout the day	Students may use library on own between classes or during recess	Students may use library on own at other time
Total	32.6	67.4	69.9	59.2	75.2	52.1	24.3
School sector							
Public	29.0	71.0	80.0	66.3	77.4	64.1	21.4
Catholic	34.1	65.9	66.3	70.6	79.5	42.9	30.8
Other private	48.0	52.0	42.0	36.5	68.3	20.0	31.1
School urbanicity							
Urban	45.2	54.8	55.9	42.4	75.2	35.5	24.9
Suburban	30.0	70.0	68.9	59.1	71.9	51.8	39.3
Rural	28.1	71.9	83.4	74.0	79.2	67.1	6.3
School region							
Northeast	30.6	69.4	78.0	76.5	81.9	34.6	14.9
Midwest	30.1	69.9	85.7	58.1	87.8	65.1	16.7
South	30.1	69.9	56.4	50.8	64.4	41.9	32.1
West	42.0	58.0	66.2	61.2	72.3	61.7	27.3
Grade span							
PK, K, 1, 2, 3, 4, or 5–12	43.6	56.4	65.3	52.0	79.0	42.7	19.8
6, 7, or 8–12	19.0	81.0	60.2	63.2	95.0	73.9	24.4
9–10, 11, 12	31.0	69.0	73.7	62.5	68.6	53.7	26.0
10–11, 12	37.0	63.0	100.0	85.4	83.2	83.6	60.3
School enrollment							
1–399	38.9	61.1	53.7	41.1	71.5	42.7	23.0
400–799	23.1	76.9	92.3	77.1	84.0	73.9	26.3
800–1,199	24.4	75.6	67.3	58.7	77.1	37.4	27.8
1,200–1,599	33.6	66.4	97.0	91.3	74.5	58.7	30.8
1,600+	33.4	66.6	98.0	91.8	55.2	79.8	35.2
Grade 10 percent free lunch ¹							
0–5 percent	33.6	66.4	51.0	55.4	68.1	33.0	25.2
6–20 percent	24.9	75.1	95.6	62.7	74.5	62.2	48.2
21–50 percent	35.5	64.5	94.2	72.2	85.4	75.3	7.5
51–100 percent	46.0	54.0	33.5	32.2	70.7	29.0	29.0

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table 13. Mean number of times during a typical week the school library media center is used by various groups, during school and non-school hours, by selected school characteristics: 2002

School characteristic	Mean number of times per week the library is used by:			
	Two or more classes at same time	One class only	Small groups (less than a full class)	Groups for non-library related activities
Total	5.0	10.5	17.7	4.9
School sector				
Public	5.7	11.5	19.0	4.8
Catholic	2.0	6.5	16.2	4.8
Other private	2.4	6.8	12.5	5.5
School urbanicity				
Urban	4.9	9.3	17.4	5.7
Suburban	6.0	11.2	19.2	4.8
Rural	3.9	10.5	16.3	4.7
School region				
Northeast	5.5	10.6	15.9	5.1
Midwest	5.3	11.8	19.9	4.2
South	4.8	9.7	16.1	4.5
West	4.3	10.2	19.3	6.8
Grade span				
PK, K, 1, 2, 3, 4, or 5–12	3.8	9.5	14.3	4.8
6, 7, or 8–12	3.1	9.8	16.3	4.4
9–10, 11, 12	6.0	11.1	19.6	5.2
10–11, 12	7.9	13.2	21.2	4.7
School enrollment				
1–399	2.3	7.7	14.4	4.9
400–799	4.5	10.8	15.8	4.4
800–1,199	6.1	11.9	19.4	5.2
1,200–1,599	10.5	15.0	22.5	6.0
1,600+	10.7	15.4	28.7	5.4
Grade 10 percent free lunch ¹				
0–5 percent	3.8	9.0	16.1	5.6
6–20 percent	6.8	11.8	19.1	3.9
21–50 percent	5.1	11.4	18.3	5.8
51–100 percent	3.8	8.1	15.0	3.7

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table 14. Percent distribution of schools with different amounts of student usage of school library during a typical week, during school and non-school hours, by selected school characteristics: 2002

School characteristic	Number of students who use library during a typical week				
	Fewer than 100	100–249	250–499	500–999	1000 or more
Total	14.6	30.8	24.9	18.5	11.2
School sector					
Public	11.0	28.3	26.5	21.4	12.8
Catholic	14.9	32.1	25.2	13.8	14.0
Other private	30.5	42.0	17.6	6.8	3.0
School urbanicity					
Urban	21.6	22.9	19.8	21.1	14.5
Suburban	15.0	21.4	24.9	24.4	14.3
Rural	9.9	46.4	27.8	10.2	5.7
School region					
Northeast	17.7	24.8	16.8	29.1	11.5
Midwest	3.6	36.2	23.8	21.8	14.6
South	18.2	27.5	31.8	13.2	9.3
West	20.5	34.1	20.0	15.4	9.9
Grade span					
PK, K, 1, 2, 3, 4, or 5–12	17.8	51.7	19.0	3.9	7.6
6, 7, or 8–12	18.2	31.1	29.9	16.3	4.5
9–10, 11, 12	12.4	20.6	26.8	25.6	14.7
10–11, 12	#	27.1	16.0	42.3	14.7
School enrollment					
1–399	28.2	46.7	15.5	6.6	3.0
400–799	3.5	27.2	45.8	14.7	8.8
800–1,199	7.0	16.1	32.3	33.1	11.5
1,200–1,599	#	7.8	20.8	38.1	33.3
1,600+	#	4.6	15.0	40.2	40.2
Grade 10 percent free lunch ¹					
0–5 percent	17.2	29.9	24.2	18.7	10.1
6–20 percent	10.0	23.5	30.8	22.0	13.7
21–50 percent	4.3	48.6	22.1	15.1	9.9
51–100 percent	35.0	17.8	21.5	18.9	6.7

Rounds to zero.

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

NOTE: This table provides estimates on the number of student visits per a typical week. Students may visit the library multiple times during a single week. This is why some libraries report more student visits per week than students enrolled in the school. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table 15. Percent of schools with different maximum number of books that a student may check out of the school library at one time, by selected school characteristics: 2002

School characteristic	Maximum number of books student may take out of library at a time					
	0	1-2	3-5	6 or more	Varies by grade level	No maximum
Total	1.6	20.3	38.3	6.1	10.4	23.3
School sector						
Public	2.0	17.9	42.6	6.1	8.7	22.6
Catholic	#	9.8	23.6	14.2	3.9	48.4
Other private	#	34.8	22.8	3.0	20.7	18.8
School urbanicity						
Urban	6.3	24.1	30.5	7.5	11.1	20.5
Suburban	0.6	15.9	41.3	7.5	7.6	27.0
Rural	#	23.2	39.3	3.5	13.3	20.7
School region						
Northeast	#	17.9	29.0	6.4	3.3	43.5
Midwest	#	14.9	36.0	6.4	13.1	29.7
South	3.6	33.0	35.0	4.1	10.9	13.4
West	1.3	6.2	55.4	9.0	11.3	16.8
Grade span						
PK, K, 1, 2, 3, 4, or 5-12	#	36.6	27.6	1.0	30.6	4.2
6, 7, or 8-12	#	13.5	41.5	2.1	9.2	33.6
9-10, 11, 12	2.9	14.3	42.4	9.4	1.2	29.9
10-11, 12	#	18.9	46.4	13.7	#	21.1
School enrollment						
1-399	3.3	25.1	34.8	2.6	12.9	21.3
400-799	1.1	17.7	41.5	6.0	13.4	20.3
800-1,199	#	22.5	32.0	11.3	6.3	27.9
1,200-1,599	#	11.8	46.1	12.5	#	29.6
1,600+	#	8.9	56.2	11.1	#	23.8
Grade 10 percent free lunch ¹						
0-5 percent	#	22.7	28.4	7.6	11.2	30.1
6-20 percent	#	6.8	46.5	5.9	5.4	35.3
21-50 percent	0.9	24	42.8	5.9	12.6	13.9
51-100 percent	9.4	34.0	31.0	2.2	9.6	13.8

Rounds to zero.

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table 16. Mean total circulation of library materials (books, etc.) checked out from the library media center during a typical week, and per student, by selected school characteristics: 2002

School characteristic	Mean circulation per week	Mean circulation per student, per week
Total	279.5	0.7
School sector		
Public	277.6	0.6
Catholic	82.3	0.2
Other private	359.0	1.0
School urbanicity		
Urban	291.8	0.3
Suburban	231.8	0.4
Rural	330.2	1.2
School region		
Northeast	191.3	0.3
Midwest	323.0	1.0
South	249.0	0.5
West	343.0	0.8
Grade span		
PK, K, 1, 2, 3, 4, or 5–12	423.9	1.3
6, 7, or 8–12	185.5	0.4
9–10, 11, 12	237.0	0.4
10–11, 12	209.4	0.2
School enrollment		
1–399	252.5	1.1
400–799	264.5	0.5
800–1,199	314.9	0.3
1,200–1,599	323.6	0.2
1,600+	453.2	0.2
Grade 10 percent free lunch ¹		
0–5 percent	251.8	0.7
6–20 percent	265.9	0.6
21–50 percent	305.7	0.8
51–100 percent	268.2	0.5

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table 17. Percent distribution of schools allowing certain materials to be taken out of the school library, by selected school characteristics: 2002

School characteristic	Students may take out:							Parents allowed to check out material
	Reference materials	Periodicals	AV materials	AV equipment	Computer software (includes CD-ROM)	Computer hardware	None of these	
Total	48.0	62.0	33.8	21.2	15.1	4.7	26.4	72.2
School sector								
Public	48.2	63.6	36.8	23.5	15.5	5.6	24.5	72.4
Catholic	46.7	56.7	41.2	21.9	19.8	2.5	25.0	68.1
Other private	47.7	56.4	18.1	10.4	11.9	1.4	35.5	72.4
School urbanicity								
Urban	55.1	53.6	29.8	15.0	16.2	4.7	27.6	58.3
Suburban	45.0	61.5	34.1	25.4	18.0	6.7	26.9	70.0
Rural	47.4	67.6	35.9	19.9	11.2	2.5	25.2	82.9
School region								
Northeast	50.5	61.2	50.9	22.2	14.0	7.1	23.6	71.2
Midwest	60.2	75.1	40.6	33.0	21.7	4.6	14.8	74.8
South	41.0	48.5	20.5	12.5	12.0	3.2	39.0	75.6
West	42.5	69.5	35.4	20.0	12.8	5.7	21.5	63.1
Grade span								
PK, K, 1, 2, 3, 4, or 5–12	35.3	64.8	22.3	15.1	9.4	0.9	31.8	79.2
6, 7, or 8–12	50.2	58.4	34.0	22.3	17.7	6.9	29.8	79.2
9–10, 11, 12	53.8	61.9	39.1	23.9	17.1	5.8	22.7	67.1
10–11, 12	47.8	55.9	44.9	19.2	22.8	9.9	28.8	61.3
School enrollment								
1–399	36.1	56.0	28.7	17.2	13.1	3.3	35.1	78.3
400–799	55.5	70.0	34.5	23.8	14.3	5.0	21.4	68.5
800–1,199	58.9	68.8	42.8	33.9	24.9	8.3	17.2	69.8
1,200–1,599	58.1	67.4	40.1	20.5	17.6	6.1	20.9	62.6
1,600+	53.8	64.6	36.9	23.0	19.7	6.1	19.9	57.0
Grade 10 percent free lunch ¹								
0–5 percent	56.9	65.2	31.4	20.4	21.0	6.3	25.4	73.9
6–20 percent	51.5	65.3	43.3	26.2	13.4	3.7	22.0	73.6
21–50 percent	44.3	66.8	33.9	23.5	14.6	3.2	24.9	73.8
51–100 percent	41.0	43.4	22.3	9.8	9.9	3.3	40.4	56.2

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table 18. Percent of students who reported “sometimes” or “often” for use of school library media center for various purposes, for students whose schools have library media centers, by selected student characteristics: 2002

Student characteristic	Percent of students who reported “sometimes” or “often” to use of school library for these purposes:								
	Assign-ments	In-school projects	Home-work	Research papers	Leisure reading	To read magazines or news-papers	To read books for fun	Interests outside of school	Internet access
Total	40.8	52.7	26.9	54.1	15.6	16.7	16.6	20.8	41.1
Sex									
Male	36.0	46.2	24.5	48.2	14.9	17.4	14.5	24.1	40.0
Female	45.4	58.9	29.1	59.8	16.4	16.1	18.6	17.8	42.1
Race/ethnicity									
American Indian/Alaska Native, non-Hispanic	42.0	50.8	29.6	57.3	24.1	23.6	21.0	31.7	42.3
Asian, Hawaii/Pacific Islander, non-Hispanic	42.0	55.7	31.4	51.6	17.4	20.0	19.3	20.9	41.9
Black or African-American, non-Hispanic	44.4	55.0	32.7	54.9	19.4	21.6	22.2	28.9	45.1
Hispanic	36.8	49.5	30.6	50.6	17.8	18.9	21.0	25.5	38.8
Multiracial, non-Hispanic	41.2	51.8	27.1	53.1	22.8	19.8	22.2	24.0	44.0
White, non-Hispanic	40.9	52.9	24.3	55.0	13.5	14.6	13.7	17.5	40.4
Socioeconomic status									
Lowest quartile	37.4	49.9	30.3	52.6	19.3	20.9	21.4	25.9	42.5
Middle two quartiles	40.8	52.2	25.7	54.6	15.2	16.3	16.2	20.7	40.1
Highest quartile	43.9	56.4	25.9	54.5	13.2	13.6	13.0	16.4	41.7
Composite achievement test score in grade 10									
Lowest quartile	34.2	46.3	31.1	48.5	20.8	23.3	22.7	28.1	41.3
Middle two quartiles	40.8	53.2	26.6	54.7	14.9	16.3	15.3	20.5	41.6
Highest quartile	46.7	57.5	23.6	58.0	12.5	11.8	13.8	15.0	39.8
School sector									
Public	40.3	52.4	26.1	53.9	15.8	16.7	17.0	21.0	40.5
Catholic	42.9	54.8	32.5	52.5	10.3	15.0	8.4	17.7	46.2
Other private	51.4	60.1	40.5	63.2	19.6	21.3	18.4	21.5	50.1
School urbanicity									
Urban	38.2	50.9	27.3	49.9	15.9	17.5	17.8	21.3	37.9
Suburban	41.9	53.3	26.0	55.3	15.1	14.9	15.7	20.2	41.4
Rural	41.8	54.0	28.5	57.4	16.8	20.5	17.1	21.8	44.8
School region									
Northeast	45.5	57.2	28.2	56.8	14.5	16.0	15.3	20.4	42.6
Midwest	44.5	56.4	30.6	59.4	17.9	19.7	17.4	22.4	47.1
South	39.0	50.0	22.9	51.7	14.5	16.0	16.5	20.5	39.3
West	35.7	49.2	27.8	50.0	15.9	15.2	17.1	20.0	36.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), “Base Year, Student Survey, 2002.”

Table 19. Percent distribution of student attitudes about reported usefulness of school library reference materials in helping with class assignments and research, for students whose schools have library media centers, by selected student characteristics: 2002

Student characteristic	How useful are school library reference materials			
	Very useful	Useful	Not useful	Don't use the school library
Total	22.4	58.3	7.3	12.1
Sex				
Male	21.5	57.2	8.7	12.5
Female	23.2	59.3	5.9	11.6
Race/ethnicity				
American Indian/ Alaska Native, non-Hispanic	30.0	48.4	10.1	11.4
Asian, Hawaii/Pacific Islander, non-Hispanic	18.5	59.8	7.8	13.8
Black or African-American, non-Hispanic	26.6	52.9	5.9	14.6
Hispanic	22.8	57.3	6.5	13.3
Multiracial, non-Hispanic	23.9	57.9	6.8	11.4
White, non-Hispanic	21.4	59.8	7.7	11.1
Socioeconomic status				
Lowest quartile	24.2	57.4	6.4	12.0
Middle two quartiles	21.9	59.0	7.3	11.8
Highest quartile	21.8	57.6	8.0	12.6
Composite achievement test score in grade 10				
Lowest quartile	23.7	56.1	8.1	12.1
Middle two quartiles	22.2	58.8	6.9	12.1
Highest quartile	21.6	59.2	7.2	12.0
School sector				
Public	22.2	58.6	7.2	12.0
Catholic	23.1	56.2	7.4	13.2
Other private	27.7	50.6	9.9	11.7
School urbanicity				
Urban	23.2	55.2	7.0	14.6
Suburban	22.8	58.1	7.2	12.0
Rural	20.1	63.2	8.0	8.6
School region				
Northeast	24.7	55.9	6.7	12.7
Midwest	22.3	59.9	7.6	10.2
South	22.9	57.4	7.6	12.2
West	19.8	59.9	7.0	13.3

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Student Survey, 2002."

Table 20. Percent of students who reported “very helpful” or “helpful” for questions about helpfulness of library staff with various tasks, for students whose schools have library media centers, by selected student characteristics: 2002

Student characteristic	Percent of students who reported “very helpful” or “helpful” to questions regarding helpfulness of library staff with various tasks:		
	Finding research resources (books, magazines, newspaper articles) on a research topic	Using online databases or CD-ROMs for research	Using the Internet for research
Total	78.5	65.0	69.3
Sex			
Male	76.2	62.8	66.5
Female	80.7	67.0	72.0
Race/ethnicity			
American Indian/Alaska Native, non-Hispanic	82.5	65.3	73.8
Asian, Hawaii/Pacific Islander, non-Hispanic	74.1	57.5	62.9
Black or African-American, non-Hispanic	78.1	66.8	73.2
Hispanic	78.7	62.8	69.1
Multiracial, non-Hispanic	78.1	62.2	67.2
White, non-Hispanic	78.9	65.8	69.0
Socioeconomic status			
Lowest quartile	79.7	65.2	72.0
Middle two quartiles	79.0	65.8	69.6
Highest quartile	76.5	63.0	66.3
Composite achievement test score in grade 10			
Lowest quartile	78.6	66.6	72.9
Middle two quartiles	78.7	65.1	69.8
Highest quartile	78.1	63.3	65.2
School sector			
Public	78.7	65.2	69.7
Catholic	76.6	64.6	67.1
Other private	74.5	59.5	61.3
School urbanicity			
Urban	77.0	63.8	68.3
Suburban	78.9	65.5	69.2
Rural	79.8	65.4	71.1
School region			
Northeast	80.4	67.1	70.4
Midwest	80.1	67.0	71.2
South	77.4	64.7	69.5
West	77.1	61.5	66.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), “Base Year, Student Survey, 2000.

Appendix A: Technical Notes and Glossary

A.1 Overview of the Technical Appendix

The National Center for Education Statistics (NCES) of the U.S. Department of Education has collected longitudinal data for more than 30 years. Starting in 1972 with the National Longitudinal Study of the High School Class of 1972 (NLS-72), and continuing to the most recent study, the Education Longitudinal Study of 2002 (ELS:2002), NCES has provided longitudinal and trend data to education policymakers and researchers that link secondary school educational achievement and experiences with important downstream outcomes, such as entry into the labor market and postsecondary educational access and attainment.

The base-year of ELS:2002 represents the first stage of a major effort designed to provide data about critical transitions experienced by students as they proceed through high school and into postsecondary education or their careers. The 2002 sophomore cohort will be followed, initially at 2-year intervals, to collect policy-relevant data about educational processes and outcomes, especially as such data pertain to student learning, predictors of dropping out, and high school effects on students' access to, and success in, postsecondary education and the work force.

The first section of this appendix details ELS:2002 study objectives; lists some of the major research and policy issues that the study addresses. This section is followed by discussions of base-year sampling, weighting, response rates, standard errors, and electronic codebooks. Next, an account is provided of the statistical procedures employed. Finally, a glossary is provided that documents the specific variables used in the analyses in this report.

A.2 Overview of ELS:2002

A.2.1 Study Objectives

ELS:2002 is a longitudinal study in which the same units are surveyed repeatedly over time. Individual students will be followed until about age 30; the base-year schools will be surveyed twice (they were surveyed in 2002 and will be surveyed again in 2004). In the high school years, ELS:2002 is an integrated multilevel study, involving multiple respondent populations, including students, their parents, their teachers, and their schools (from which data are collected at three levels: from the principal, the librarian, and from a facilities checklist). This multilevel focus will supply researchers with a comprehensive picture of the home, community, and school environments and their influences on the student. This multiple-respondent perspective is unified by the fact that, for most purposes, the student is the basic unit of analysis.¹

¹ Base-year school administrator, library media center, and facilities data can be used to report on the nation's schools with 10th-grades in the 2001–02 school year. However, the primary use of the school-level data (and the purpose of parent and teacher surveys) is to provide further contextual information on the student.

Key elements in the ELS:2002 longitudinal design are summarized by wave below.

Base-Year (2002)

- Baseline survey of high school sophomores completed in spring term 2002.
- Cognitive tests in reading and mathematics completed.
- Surveys of parents, English teachers, and math teachers completed. School administrator questionnaires also collected.
- Additional components for this study included a school facilities checklist and a media center (library) questionnaire.
- Sample sizes of approximately 750 schools and over 17,000 students. Schools were the first-stage unit of selection, with sophomores randomly selected within schools.
- Oversampling of Asians and private schools.
- Design linkages with the Program for International Student Assessment (PISA) and the National Assessment of Educational Progress (NAEP) and score reporting linkages to the prior longitudinal studies.

First Follow-up (2004)

- Follow-up in 2004, when most sample members are seniors, but some are dropouts or in other grades.
- Student questionnaire, dropout questionnaire, assessment in mathematics, and school administrator questionnaire to be administered.
- Return to the same schools, but separately follow transfer students.
- Freshening for a 2004 senior cohort.
- High school transcript component in 2004 (coursetaking records for grades 9–12 at minimum).

Second Follow-up (2006)

- Post-high-school follow-ups using computer-assisted telephone interviews (CATI).

Further Follow-ups

- Number of (and dates for) further CATI follow-ups to be determined.

A.2.2 ELS:2002 Research and Policy Issues

Apart from helping to describe the status of high school students and their schools, ELS:2002 will provide information to help address a number of key policy and research questions. The study is intended to produce a comprehensive data set for the development and evaluation of educational policy at all government levels. Part of its aim is to inform decisionmakers, educational practitioners, and parents about the changes in the operation of the educational system over time and the effects of various elements

of the system on the lives of the individuals who pass through it. Issues that can be addressed with data collected in the high school years include the following:

- students' academic growth in mathematics;
- the process of dropping out of high school;
- the relationships between family background and the home education support system and students' educational success;
- the features of effective schools (e.g., school structural or organizational features or practices associated with higher levels of achievement gain, after controls have been imposed for student background and other factors);
- the relationship between coursetaking choices and success in high school (and thereafter);
- the equitable distribution of educational opportunities as registered in the distinctive school experiences and performance of students from various policy-relevant subgroups, such as
 - students in public and private high schools;
 - language minority students;
 - students with disabilities;
 - students in urban, suburban, and rural settings;
 - students in different regions of the country;
 - students from upper, middle, and lower socioeconomic status levels;
 - male and female high school students; and
 - students from different racial or ethnic groups; and
- steps taken to facilitate the transition from high school to postsecondary education or the world of work.

After ELS:2002 students have completed high school, a new set of issues can be examined. These issues include

- the later educational and labor market activities of high school dropouts;
- the transition of those who do not go directly on to postsecondary education or to the world of work;
- access to, and choice of, undergraduate and graduate educational institutions;
- persistence in attaining postsecondary educational goals;
- rate of progress through the postsecondary curriculum;
- degree attainment;
- barriers to persistence and attainment;

- entry of new postsecondary graduates into the work force;
- social and economic rate of return on education to both the individual and society; and
- adult roles, such as family formation and civic participation.

A.2.3 Overview of the Base-Year Study Design and Content

ELS:2002 was carried out on a national probability sample of 752 participating (of 1,221 eligible contacted) public, Catholic, and other private schools, in the spring term of the 2001–02 school year. Of 17,591 eligible selected sophomores, 15,362² completed a base year questionnaire, as did 13,481 of their parents and 7,135 of their teachers.³ Of the 752 participating schools, 743 principals and 718 librarians completed questionnaires.

Seven study components comprised the base-year design: assessments of students (achievement tests in mathematics and reading); a survey of students; surveys of parents, teachers, school administrators, and librarians; and a facilities checklist (completed by survey administrators, based on their observations at the school). The student assessments measured achievement in mathematics and reading; the baseline scores can serve as a covariate or control variable for later analyses. Mathematics achievement will be reassessed 2 years hence, so that achievement gain over the last 2 years of high school can be measured and related to school processes and mathematics coursetaking. The student questionnaire gathered information about the student’s background, school experiences and activities, plans and goals for the future, employment and out-of-school experiences, language background, and psychological orientation toward learning.

One parent of each participating sophomore was asked to respond to a parent survey. The parent questionnaire was designed to gauge parental aspirations for the child, home background and the home education support system, the child’s educational history prior to 10th-grade, and parental interactions with and opinions about the student’s school. For each student enrolled in English or mathematics, a teacher was also selected to participate in a teacher survey. Teachers typically (but not invariably) reported on multiple ELS:2002 sophomores. The teacher questionnaire collected the teacher’s evaluation of the student and provided information about the teacher’s background and activities. The head librarian or media center director at each school was asked to complete a library media center questionnaire, which inquired into the school’s library media center facility, its staffing, its technological resources, collection and expenditures, and scheduling and transactions. Finally, the facilities checklist was a brief observational form completed for each school. The form collected information about the condition of school buildings and facilities. Information about coursetaking (covering all years of

² In the ELS:2002 restricted data an additional 163 students are included (for an N of 15,525). These students were unable to complete the student questionnaire and cognitive tests due to disability, language barriers, etc. However, on the restricted data contextual data is included for these students.

³ Note that the participating student sample defines the eligible parent and teacher samples. The 7,135 teacher completions are those linked to student respondents. Of the 15,362 student participants, 14,081 had at least one associated teacher-provided student report.

high school and including the sequence in which courses were taken and grades earned) will be collected at the end of high school, through the high school transcript component of the ELS:2002 first follow-up study.

For key classification variables, missing data were replaced with imputed values. The data set was also subject to disclosure risk analysis and disclosure avoidance editing, including, among other measures, such perturbation techniques as data swapping.

Further details of the instrumentation, sample design, data collection results, data processing, and the data files available for analysis may be found in the *Education Longitudinal Study of 2002: Base Year Data File User's Manual* (Ingels et al. 2004).⁴

A.2.4 Overview of ELS:2002 Schools and Students

As a point of reference, tables A-1 through A-3 describe the characteristics of the nationally representative schools with 10th-grades and 10th-grade students in the ELS:2002. Many of the results described in this report indicated that other private schools were somewhat different from public and Catholic schools. For example, other private schools were less likely to have a school library than public and Catholic schools, and they differed on other library characteristics as well. Therefore, other private schools were examined further in terms of several covarying characteristics that could account for observed differences (table A-2). For example

- Other private schools⁵ comprised 21 percent of all schools nationally with a 10th grade. Public schools accounted for 74 percent of all schools nationally with a 10th grade, while Catholic schools accounted for 5 percent of all such schools.
- Other private schools were more likely than public and Catholic schools to include grades PK, K, 1, 2, 3, 4, or 5 through 12 (combined elementary/secondary). They were less likely than public and Catholic schools to consist of grades 9 through 10, 11, or 12.
- Other private schools were more likely than public and Catholic schools to have 1–399 students (the smallest student enrollment category analyzed). They were less likely than public and Catholic schools to have 400–799 students. Other private schools were also less likely than public schools to have student enrollments of 1,200–1,599, and more than 1,600 students.
- Other private schools were more likely to be in urban areas than public schools, but less likely than Catholic schools. Other private schools were less likely to be in rural areas than public schools, but more likely than Catholic schools.
- Other private schools were less likely than Catholic schools to be located in the Northeast, and more likely to be located in the South.

⁴ See references page 17 for full citation. The manual can be downloaded from the NCES web site: <http://nces.ed.gov/pubsearch>

⁵ Other private schools include both secular and non-secular schools.

Table A-1. Percent distribution of 10th-grade schools, by selected school characteristics: 2002

School characteristic	Percentage
Total	100.0
School sector	
Public	73.7
Catholic	5.1
Other private	21.3
School urbanicity	
Urban	21.4
Suburban	42.4
Rural	36.2
School region	
Northeast	16.5
Midwest	27.3
South	36.3
West	19.9
Grade span	
PK, K, 1, 2, 3, 4, or 5–12	30.1
6, 7, or 8–12	14.8
9–10, 11, 12	53.3
10–11, 12	1.8
School enrollment	
1–399	47.4
400–799	25.3
800–1,199	12.5
1,200–1,599	7.2
1,600+	7.7
Grade 10 percent free lunch ¹	
0–5 percent	33.4
6–20 percent	21.5
21–50 percent	30.1
51–100 percent	15.0
Charter schools	
Yes	2.2
No	97.8

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, School Survey, 2002."

Table A-2. Percent distribution of 10th-grade schools, by school sector and selected school characteristics: 2002

School characteristic	Total	Public schools	Catholic schools	Other private schools
Total	100.0	73.7	5.1	21.3
Total (column)	100.0	100.0	100.0	100.0
School urbanicity				
Urban	21.4	15.2	51.9	35.5
Suburban	42.4	41.4	44.6	45.3
Rural	36.2	43.4	3.5	19.2
School region				
Northeast	16.5	15.0	31.5	18.3
Midwest	27.3	28.3	32.2	22.5
South	36.3	36.1	24.5	39.7
West	19.9	20.6	11.9	19.5
Grade span				
PK,K,1,2,3,4, or 5 – 12	30.1	17.4	3.5	82.2
6,7, or 8 – 12	14.8	16.6	13.8	8.7
9 – 10,11,12	53.3	63.6	82.7	9.0
10 – 11,12	1.8	2.4	#	#
School enrollment				
1-399	47.4	39.5	39.6	78.4
400-799	25.3	28.5	39.5	10.3
800-1,199	12.5	12.9	17.5	9.8
1,200-1,599	7.2	9.0	3.3	1.4
1,600+	7.7	10.2	#	#
Grade 10 percent free lunch ¹				
0-5 percent	33.4	12.0	85.5	90.1
6-20 percent	21.5	27.8	8.5	4.2
21-50 percent	30.1	40.9	2.8	1.5
51-100 percent	15.0	19.2	3.2	4.2
Charter schools				
Yes	2.2	3.0	#	0.2
No	97.8	97.0	100.0	99.8

Rounds to zero.

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, School Survey, 2002."

Table A-3. Percent distribution of 2002 sophomores, by selected student characteristics: 2002

Student characteristic	Percent
Total	100.0
Sex	
Male	50.5
Female	49.5
Race/ethnicity	
American Indian/Alaska Native, non-Hispanic	1.0
Asian, Hawaii/Pacific Islander, non-Hispanic	4.2
Black or African American, non-Hispanic	14.4
Hispanic	15.9
Multiracial, non-Hispanic	4.3
White, non-Hispanic	60.3
Socioeconomic status in grade 10	
Lowest quartile	25.0
Middle two quartiles	50.1
Highest quartile	25.0
Composite achievement test score in grade 10	
Lowest quartile	25.0
Middle two quartiles	50.0
Highest quartile	25.0
School sector grade 10	
Public	92.4
Catholic	4.2
Other private	3.4
School urbanicity grade 10	
Urban	30.2
Suburban	50.3
Rural	19.6
School region grade 10	
Northeast	18.5
Midwest	24.1
South	34.3
West	23.0
School grade span	
PK, K, 1, 2, 3, 4, or 5–12	5.1
6, 7, or 8–12	7.0
9–10, 11, 12	83.2
10–11, 12	4.7
School enrollment	
1–399	9.8
400–799	17.6
800–1,199	19.4
1,200–1,599	19.3
1,600+	33.8
Grade 10 percent free lunch ¹	
0–5 percent	23.4
6–20 percent	30.3
21–50 percent	31.6
51–100 percent	14.7

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Student Survey, 2002."

A.2.5 Overview of School Library Media Center Questionnaire

The purpose of the ELS:2002 library media center questionnaire and the library items on the student questionnaire was to learn more about the nature and scope of school libraries. Further, information on school libraries could be linked to student data, including student achievement, thus allowing for more research on the links between the two.

The questionnaires covered a range of topics on school libraries. The major topics covered in the library media center questionnaire include library space, resources, equipment and technology, library services, staffing, and use. The student questionnaire includes items on use of the library for different purposes, and attitudes about resources and staff.

Some possible issues to keep in mind and limitations of the library data include the following. The library media center questionnaire was not completed by about 4 percent of respondents. Thus, we do not know whether these schools do or do not have a school library media center. These schools, along with those schools that explicitly said they did not have a school library, are not included in any of the analyses of library characteristics. In approximately three-quarters of the cases, the person who completed the library media center questionnaire was the school library media center specialist (73 percent). Four percent of respondents were the school principal and other school administrator. The remaining 23 percent were “other;” we do not know who these respondents were. Finally, some of the items in the library questionnaire were categorical, where ideally we would want continuous responses (such as book and other holdings). Continuous variables would allow for the construction of variables per student (i.e., books per student). These and other limitations are noted throughout the report.

A.3 Sample Design, Weighting, Response Rates, Standard Errors, and Electronic Codebook

A.3.1 Sampling

The ELS:2002 base year sample design began with a nationally representative, two-stage stratified probability sample. The preliminary 1999-2000 Common Core of Data (CCD) and the provisional 1999-2000 Private School Survey (PSS) data files of public and private schools, respectively, were used as the sampling frames. The first stage of selection was schools; schools were selected with probability proportional to size (PPS). The public school sample was stratified by the nine U.S. Census divisions, and by urbanicity (metropolitan status of urban, suburban, or rural). Private schools (Catholic and other private) were stratified by four levels of geography (Census region) and urbanicity; private schools were oversampled. The target sample size was 800 schools. Of the 1,268 sampled schools, cooperation was sought from 1,221 eligible selections. The realized sample comprised 752 participating 10th-grade schools. The second stage of selection was students. Approximately 26 students per school were selected from 10th grade enrollment lists. Of the 19,218 students sampled, 17,591 students were selected (eligible) and 15,362 students participated. Some groups (e.g., Asians) were oversampled.

A.3.2 Weighting

The general purpose of the weighting scheme was to compensate for unequal probabilities of selection of schools and students into the base-year sample and to adjust for the fact that not all schools and students selected into the sample actually participated. Three sets of weights were computed: a school weight, a weight for student questionnaire completion, and a contextual data weight for the “expanded” sample of questionnaire-eligible and questionnaire-ineligible students.⁶ Schools and students were adjusted for nonresponse, and these adjustments were designed to significantly reduce or eliminate nonresponse bias for data elements known for most respondents and nonrespondents. In addition, school weights were poststratified to known population totals. The estimates in this report were produced using BYSCHWT, a cross-sectional weight that generalizes to the population of all regular high schools with 10th-grades in the United States in the spring term of the 2001–02 school year, and BYSTUWT, a cross-sectional weight that generalizes to the population of 10th-graders in regular U.S. high schools in the spring term of the 2001–02 school year.

A.3.3 Response Rates

Of 1,221 eligible contacted schools, 752 participated in the study, for an overall weighted school participation rate of approximately 68 percent (62 percent unweighted). Of 17,591 selected eligible students, 15,362 participated, for an overall weighted student response rate of approximately 87 percent. School and student unit nonresponse bias analyses were performed, as well as an item nonresponse bias analysis for the questionnaires.⁷ The school-level bias due to nonresponse prior to computing weights and after computing weights was estimated based on the data collected from both respondents and nonrespondents, as well as sampling frame data. At the unit level (but not the item level), weighting techniques were employed to reduce detected bias, and after final nonresponse adjustments, the remaining relative bias ranged from 0 to 0.2 percent for schools and from 0 to 0.07 for students. For details of the bias analyses, see the *Education Longitudinal Study of 2002: Base Year Data File User’s Manual*. Unweighted school-level response by stratum is summarized in table A-4. Second-stage unit response rates by component are summarized in table A-5; weighted item response rates for all unimputed analysis variables used in this report are shown in table A-6; the weighted proportions for missing data that were imputed are shown in table A-7. Only items judged as critical on the student questionnaire were imputed. See the *Education Longitudinal Study of 2002: Base Year Data File User’s Manual* (Ingels et al. forthcoming) for a list of critical items. All response rates were calculated according to *NCES Statistical Standards* (Seastrom 2003).

⁶ The expanded sample weight generalizes to the population of all sophomores, regardless of whether they were capable of completing the questionnaire. The regular student questionnaire weight (BYSTUWT) generalizes only to the population of students who were eligible to complete the student questionnaire, (i.e., those who were not judged incapable of participation by virtue of a severe disability or lack of proficiency in the English language).

⁷ Nonresponse bias analysis was not performed on the library media center questionnaire as the response rates were generally high and did not fall below the designated threshold.

Table A-4. Unweighted school sampling, eligibility, and participation by sampling stratum: 2002

School sampling stratum	Sampled schools		Eligible schools		Participating schools	
	Number	Percent ¹	Number	Percent ²	Number	Percent ³
Total	1,268		1221	96.3	752	61.6
Public	953	75.2	926	97.2	580	62.6
Catholic	140	11.0	140	100.0	95	67.9
Other private	175	13.8	155	88.6	77	49.7
Urban	434	34.2	414	95.4	250	60.4
Suburban	630	49.7	609	96.7	361	59.3
Rural	204	16.1	198	97.1	141	71.2

¹ Percent is based on overall total within column. Details may not sum to 100 percent because of rounding.

² Percent is based on number sampled within row.

³ Percent is based on number eligible within row.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002).

Table A-5. Summary of ELS:2002 base year completion and coverage rates: 2002

Instrument	Selected	Participated	Weighted percent	Unweighted percent
Student questionnaire	17,591	15,362	87.3	87.3
Student assessment ¹	15,362	14,543	95.1	94.7
Parent questionnaire ²	15,362	13,488	87.5	87.8
Teacher ratings of students ³	15,362	14,081	91.6	91.7
School administrator questionnaire	752	743	98.5	98.8
Library media center questionnaire	752	718	95.9	95.5
Facilities checklist	752	752	100.0	100.0

¹Percentage of cases for which a student questionnaire was obtained for which a cognitive test was also obtained.

Note that test scores have been imputed where missing so that test scores are available for all 15,362 questionnaire completers.

²Indicates a coverage rate, the proportion of participating students with a parent report. More parents participated; these completion rates reflect the number of records in the public-use data file, where parent (and teacher) data were excluded for students who did not complete a base year student questionnaire.

³Indicates a coverage rate: ratings obtained from at least one teacher.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002).

Table A-6. Weighted response rates for unimputed variables: 2002

Source	Variable label	Variable	Response rate, percent
Librarian	How library is organized	BYL01	92.0
Librarian	Library's total seating capacity	BYL02	88.7
Librarian	Library has individual activity areas	BYL03A	92.0
Librarian	Library has small group activity areas	BYL03B	91.0

See notes at end of table.

Table A-6. Weighted response rates for unimputed variables—Continued

Source	Variable label	Variable	Response rate, percent
Librarian	Library has large group activity areas	BYL03C	91.9
Librarian	Library has staff work area	BYL03D	92.0
Librarian	Library has conference rooms	BYL03E	91.8
Librarian	Library has computer access area/lab	BYL03F	91.7
Librarian	Library can accommodate full class	BYL04	92.1
Librarian	Library serves full class/other activity at once	BYL05	90.7
Librarian	Staff includes state-certified librarians	BYL06AA	91.7
Librarian	Library media center staff includes state-certified	BYL06BA	87.6
Librarian	Library media staff includes uncertified professionals	BYL06CA	87.0
Librarian	Staff includes paid library aides	BYL06DA	91.1
Librarian	Volunteers provide library services	BYL07	90.3
Librarian	Library has telephone	BYL11AA	91.1
Librarian	Library has fax machine	BYL11BA	91.1
Librarian	Library has photocopier	BYL11CA	90.8
Librarian	Library has VCR	BYL11DA	89.5
Librarian	Library has laser disc player	BYL11EA	89.3
Librarian	Library has DVD player	BYL11FA	89.1
Librarian	Library has electronic book reader	BYL11GA	90.6
Librarian	Library has CD-ROM reader	BYL11HA	89.5
Librarian	Library has personal computer	BYL11IA	89.4
Librarian	Library has automated book circulation system	BYL11JA	90.4
Librarian	Library has Internet access	BYL11KA	91.1
Librarian	Library has cable TV	BYL11LA	90.8
Librarian	Library has closed-circuit TV	BYL11MA	87.6
Librarian	Library has video camera	BYL11NA	90.8
Librarian	Library has satellite TV hook-up	BYL11OA	89.4
Librarian	Library has audio equipment	BYL11PA	89.8
Librarian	Library has videoconference equipment	BYL11QA	90.9
Librarian	Library has scanner	BYL11RA	89.6
Librarian	Library has LCD panel/projection device	BYL11SA	90.7
Librarian	Library has technology for disabled	BYL11TA	90.9
Librarian	Online catalog available	BYL12A	90.9
Librarian	Other libraries' online catalogs available	BYL12B	90.3
Librarian	Internet access available	BYL12C	90.9
Librarian	Email/chat room access available	BYL12D	89.2
Librarian	Reference/bibliography databases available	BYL12E	88.9
Librarian	General articles/news databases available	BYL12F	91.1
Librarian	College/career databases available	BYL12G	90.7
Librarian	Academic subject databases available	BYL12H	90.6

See notes at end of table.

Table A-6. Weighted response rates for unimputed variables:2002—Continued

Source	Variable label	Variable	Response rate, percent
Librarian	Electronic books/journals/references/magazines	BYL12I	90.0
Librarian	Educational software available	BYL12J	90.7
Librarian	Library has multimedia production facility	BYL13	89.0
Librarian	Has interlibrary loan with area high schools	BYL14A	89.5
Librarian	Has interlibrary loan with high schools in state	BYL14B	90.8
Librarian	Has interlibrary loan with public libraries	BYL14C	90.1
Librarian	Has interlibrary loan with state library	BYL14D	90.3
Librarian	Has interlibrary loan with colleges/universities	BYL14E	90.3
Librarian	Has other interlibrary loan program	BYL14F	83.0
Librarian	2001 holdings – books	BYL16A	91.7
Librarian	2001 holdings – videos	BYL16B	88.4
Librarian	2001 holdings – periodical subscriptions	BYL16C	90.7
Librarian	2001 holdings – electronic database subscriptions	BYL16D	88.1
Librarian	Total spent on computer hardware 2000–2001 school	BYL19	87.6
Librarian	When students may use library on own	BYL20	90.9
Librarian	Students may use library on own before/after school	BYL21A	79.1
Librarian	Students may use library on own during lunch break	BYL21B	79.1
Librarian	Students may use library on own during set times	BYL21C	79.1
Librarian	Students may use library on own between classes/recess	BYL21D	79.1
Librarian	Students may use library on own at other time	BYL21E	79.1
Librarian	How often library used for classes at same time	BYL22A	87.1
Librarian	How often library used for one class only	BYL22B	89.3
Librarian	How often library used for small groups	BYL22C	85.9
Librarian	How often library used for non-library activities	BYL23	90.4
Librarian	How many students use library per week	BYL24	92.0
Librarian	Total circulation per week	BYL25	88.1
Librarian	Maximum number of books students may take out	BYL26	90.7
Librarian	Students may take out reference material	BYL27A	92.0
Librarian	Students may take out periodicals	BYL27B	92.0
Librarian	Students may take out AV materials	BYL27C	92.0
Librarian	Students may take out AV equipment	BYL27D	92.0
Librarian	Students may take out computer software	BYL27E	92.0
Librarian	Students may take out computer hardware	BYL27F	92.0
Librarian	Students may take out none of these	BYL27G	92.0
Librarian	Parents allowed to check out material	BYL28	90.3
Librarian	How often has worked with English teachers	BYL30A	90.8

See notes at end of table.

Table A-6. Weighted response rates for unimputed variables: 2002—Continued

Source	Variable label	Variable	Response rate, percent
Librarian	How often worked with math teachers	BYL30B	89.2
Librarian	Library questionnaire respondent's title	BYL34	91.5
School composite	Base year library media center questionnaire status	BYSCMDST	100.0
School composite	Grade span – administrator questionnaire	BYSPANP	98.9
School composite	Grade 10 percent free lunch – categorical	BY10FLP	91.5
Student	Use of school library for assignments	BUS51A	90.8
Student	Use of school library for in-school projects	BYS51B	90.9
Student	Use of school library for homework	BYS51C	90.5
Student	Use of school library for research papers	BYS51D	90.5
Student	Use of school library for leisure reading	BYS51E	90.1
Student	Use of school library to read magazines/newspapers	BYS51F	90.3
Student	Use of school library to read books for fun	BYS51G	89.6
Student	Use of school library for interests outside of school	BYS51H	90.5
Student	Use of school library for Internet access	BYS51I	90.5
Student	How useful are school library reference materials	BYS52	90.7
Student	How helpful is library staff with finding research	BYS53A	91.8
Student	How helpful is library staff with using databases	BYS53B	91.5
Student	How helpful is library staff with using Internet	BYS53C	91.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002).

Table A-7. ELS:2002 imputation variables: Weighted proportion imputed

Variable	Percent imputed
Student sex	0.06
Student race/ethnicity	0.05
Mother's educational attainment ¹	4.06
Mother's occupation ¹	5.70
Father's educational attainment ¹	10.00
Father's occupation ¹	14.57
Family income ¹	22.51
Student ability estimates (theta) for reading ²	6.26
Student ability estimates (theta) for mathematics ²	5.33

¹Used to construct socioeconomic status (SES).

²Used to construct normative (quartile) and proficiency scores.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002).

A.3.4 Survey Standard Errors

Because the ELS:2002 sample design involved stratification, the disproportionate sampling of certain strata, and clustered (i.e., multistage) probability sampling, the resulting statistics are more variable than they would have been if they had been based on data from a simple random sample of the same size.

The calculation of exact standard errors for survey estimates can be difficult. Several procedures are available for calculating precise estimates of sampling errors for

complex samples. Procedures such as Taylor Series approximations, Balanced Repeated Replication (BRR), and Jackknife Repeated Replication (JRR), which can be found in advanced statistical programs such as SUDAAN, AM, or WESVAR, produce similar results. The ELS:2002 analyses included in this report used AM (<http://am.air.org>) and the Taylor Series procedure to calculate standard errors.

A.4 Statistical Procedures

A.4.1 Student *t* Statistics

Comparisons that have been drawn in the text of this report have been tested for statistical significance to ensure that the differences are larger than those that might be expected due to sampling variation. The statistical comparisons in this report were based on the *t* statistic. Whether the statistical test is considered significant or not is determined by calculating a *t* value for the difference between a pair of means or proportions and comparing this value to published tables of values, called critical values (cv). The alpha level is an *a priori* statement of the probability that a difference exists in fact rather than by chance.

The *t* statistic between estimates from various subgroups presented in the tables can be computed by using the following formula:

$$t = \frac{x_1 - x_2}{\sqrt{(SE_1^2 + SE_2^2)}}$$

where x_1 and x_2 are the estimates to be compared (e.g., the means of sample members in two groups), and SE_1 and SE_2 are their corresponding standard errors.

A.5 Glossary—Description of Variables Used

Each row variable used in the analyses for this report is described below, separately for the school and student-level analyses. Restricted data from the ELS:2002 restricted ECB were used in this report, though most of the variables can also be found on the public-use ELS:2002 ECB.

SCHOOL CHARACTERISTICS

SECTOR/TYPE (BYSCTRL): Type of school: Public, Catholic, or Other Private.

URBANICITY/LOCATION (BYURBAN): Metropolitan status of the school: Urban, Suburban, or Rural. Taken from the source data for school sampling: the Common Core of Data (CCD) 1999-2000 and the Private School Survey (PSS) 1999-2000.

REGION (BYREGION): Geographic region in which the school is located: Northeast (CT, ME, MA, NH, NJ, NY, PA, RI, and VT); Midwest (IL, IN, IA, KS, MI, MN, MO, ND, NE, OH, SD, and WI); South (AL, AR, DC, DE, FL, GA, KY, LA, MD,

MS, NC, OK, SC, TN, TX, VA, and WV); and West (AK, AZ, CA, CO, HI, ID, MT, NV, NM, OR, UT, WA, and WY).

GRADE SPAN (BYSPANP): Grade span of 10th grade school: PK, K, 1, 2, 3, 4, or 5 through 12; 6, 7, or 8 through 12; 9 through 10, 11, or 12; 10 through 11 or 12.

SCHOOL ENROLLMENT (BYSCENP): Total school enrollment from school questionnaire (categorical). Response categories were collapsed as follows to create five categories: (1) 1–399; (2) 400–599 and 600–799; (3) 800–999 and 1,000–1,199; (4) 1,200–1,599; (5) 1,600–1,999 and 2,000–2,499 and 2,500+ students. These categories are based on previous research on the effects of school size (Lee 2000).

GRADE 10 PERCENT FREE LUNCH (BY10FLP): Percent of 10th-graders receiving free or reduced price lunch (categorical). Responses categories were collapsed as follows to create four categories: (1) 0–5 percent; (2) 6–10 percent and 11–20 percent; (3) 21–30 percent and 31–50 percent; (4) 51–75 percent and 76–100 percent. Collapsing the response categories in this way approximates a quartile distribution, based on weighted frequencies. It is also similar to categorizations in previous reports (e.g., Chaney 1998).

STUDENT CHARACTERISTICS

SEX (SEX): This variable was constructed from BYS14 on the base year student questionnaire or, where missing, from (in order of preference) the school roster, logical imputation based on first name, or statistical imputation.

RACE/ETHNICITY (RACE): The race/ethnicity variable for this report is based on RACE with one simplification: “Hispanic/Latino, race specified” and “Hispanic/Latino, no race specified” are combined into one category, “Hispanic or Latino.” The resulting categories are: 1) American Indian or Alaska Native; 2) Asian or Pacific Islander, including Native Hawaiian; 3) Black, non-Hispanic, including African American; 4) Hispanic or Latino; 5) More than one race or Multiracial; and 6) White, non-Hispanic. All race categories exclude individuals of Hispanic ethnicity.

RACE reflects new federal standards for collecting race and ethnicity data that allow respondents to mark more than one choice for race. RACE was obtained from the student questionnaire (BYS15, BYS17A, BYS17B, BYS17C, BYS17D, and BYS17E) when available or from (in order of preference) the sampling roster, the parent questionnaire if the parent respondent was a biological parent, or logical imputation based on other questionnaire items (e.g., surname, native language).

SOCIOECONOMIC STATUS (SES2QU): The socioeconomic status (SES) variable used in this report combines the middle two categories of the SES2QU variable, which divides SES2 into quartiles based on the weighted marginal distribution. Three categories result: 1) lowest quartile of SES2 (i.e., students below the 25th percentile rank for SES); 2) middle two quartiles of SES2 (i.e., students whose SES percentile rank was

at least 25th and below 75th); and 3) highest quartile of SES2 (i.e., students whose SES percentile rank was at least 75th).

SES2 is a composite variable constructed from parent questionnaire data when available, and from imputation or student substitutions when not. SES is based on five equally weighted, standardized components: father's/guardian's education (FATHED), mother's/guardian's education (MOTHED), family income (INCOME), father's/guardian's occupational prestige score (from OCCUFATH), and mother's/guardian's occupational prestige score (from OCCUMOTH).

TESTED ACHIEVEMENT (BYTXCQU): This is the standardized test composite score (reading and mathematics) quartile. The composite score is the average of the math (BYTXMSTD) and reading (BYTXRSTD) standardized scores, restandardized to a national mean of 50.0 and standard deviation of 10.0. Some students had scores for only the math test or reading test, but not both. For students who did not have both scores, the composite is based on the single score that was available. The standardized T score provides a norm-referenced measurement of achievement, that is, an estimate of achievement relative to the population (spring 2002 10th-graders) as a whole. It provides information on status compared to peers (as distinguished from the IRT-estimated number-right score, which represents status with respect to achievement on a particular criterion set of test items). The quartile score divides the weighted (population estimate) achievement distributions into four equal groups. The middle two groups were combined for the analyses in this report, resulting in three categories: the lowest quartile, the middle two quartiles, and the highest quartile.

Please note at a point in time when this report was in a late stage of preparation, an error was found in the reading scores of a subset of the base year student sample. An investigation of the impact of the error established that estimates based on the erroneous scores differed by very little from corrected estimates (where there was an effect at all, it was generally in the low tenths of one percent range) and affected no conclusions of this or other NCES reports then being drafted or reviewed. Nonetheless, because the base year error has now been corrected, data users employing the corrected files will find that they cannot replicate precisely the reading score estimates in this report.

SECTOR/TYPE (BYSCTRL): Type of school for each student: Public, Catholic, or Other Private.

URBANICITY/LOCATION (BYURBAN): Metropolitan status of the school for each student: Urban, Suburban, or Rural. Taken from the source data for school sampling: the Common Core of Data (CCD) 1999-2000 and the Private School Survey (PSS) 1999-2000.

REGION (BYREGION): Geographic region in which the school is located for each student: Northeast (CT, ME, MA, NH, NJ, NY, PA, RI, and VT); Midwest (IL, IN, IA, KS, MI, MN, MO, ND, NE, OH, SD, and WI); South (AL, AR, DC, DE, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA, and WV); and West (AK, AZ, CA, CO, HI, ID, MT, NV, NM, OR, UT, WA, and WY).

One library variable was created from multiple variables. Circulation per student, per week was created by dividing circulation per week (BYL25) by total student enrollment (BYA01). Both were continuous variables (see table 16).

All library variables used in the analyses in this report are listed in table A-6. In the analyses, only non-missing responses were used for these variables. Percent of schools with a library media center was calculated using the school-level variable, base year library media center questionnaire status (BYSCMDST). Schools that did not complete the questionnaire were excluded (thus we don't know whether they do or do not have a library media center). The remainder either completed the questionnaire (and thus had a school library), or responded that the school did not have a library media center. Some variable response categories were combined for analysis. In tables 18 and 20, responses "sometimes" and "often" were combined for student questions about use of school library (BYS51A-I); responses "helpful" and "very helpful" were combined for student questions about helpfulness of library staff (BYS53A-C).

Appendix B: Standard Error Tables

Table B-1. Standard errors for Table 1: Percent of 10th-grade schools with a school library media center, by selected school characteristics: 2002

School characteristic	Percentage with a school library media center
Total	1.57
School sector	
Public	†
Catholic	†
Other private	7.26
School urbanicity	
Urban	0.89
Suburban	3.42
Rural	1.03
School region	
Northeast	4.84
Midwest	1.85
South	3.21
West	1.79
Grade span	
PK, K, 1, 2, 3, 4, or 5–12	5.20
6, 7, or 8–12	†
9–10, 11, 12	0.34
10–11, 12	†
School enrollment	
1–399	3.23
400–799	†
800–1,199	†
1,200–1,599	†
1,600+	†
Grade 10 percent free lunch ¹	
0–5 percent	4.88
6–20 percent	†
21–50 percent	0.64
51–100 percent	†

† Not applicable.

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, School Survey, 2002."

Table B-2. Standard errors for Table 2: Mean total seating capacity of school library media centers and percent of school library media centers with different organizations and space accommodations, by selected school characteristics: 2002

School characteristic	Mean total seating capacity (seats)	Library organization		Space accommodations	
		Centralized (one area in one building) (percent)	Decentralized (collections or services located in more than one location) (percent)	Media center can accommodate full class of students at one time (percent)	Media center can serve full class and other activity ¹ at once (percent)
Total	2.47	1.96	1.96	2.77	3.08
School sector					
Public	2.66	1.57	1.57	2.70	3.40
Catholic	4.22	2.52	2.52	4.06	7.03
Other private	8.75	8.27	8.27	9.73	9.98
School urbanicity					
Urban	6.20	2.16	2.16	7.43	5.12
Suburban	2.99	2.08	2.08	3.18	4.46
Rural	4.44	5.05	5.05	4.54	5.75
School region					
Northeast	4.12	5.35	5.35	0.88	7.08
Midwest	4.13	4.30	4.30	4.80	6.45
South	5.03	3.41	3.41	5.51	3.97
West	4.84	1.46	1.46	6.42	8.25
Grade span					
PK, K, 1, 2, 3, 4, or 5–12	6.52	5.72	5.72	8.47	8.87
6, 7, or 8–12	3.90	5.31	5.31	0.87	7.95
9–10, 11, 12	2.90	1.44	1.44	2.44	3.28
10–11, 12	7.71	1.70	1.70	†	4.33
School enrollment					
1–399	4.40	4.64	4.64	6.03	6.58
400–799	2.56	0.97	0.97	1.37	5.72
800–1,199	3.28	1.03	1.03	0.61	2.43
1,200–1,599	4.49	1.80	1.80	†	2.42
1,600+	4.04	1.63	1.63	1.10	1.46
Grade 10 percent free lunch ²					
0–5 percent	4.89	5.92	5.92	5.44	5.73
6–20 percent	5.86	3.37	3.37	3.30	3.22
21–50 percent	4.92	3.42	3.42	5.53	6.37
51–100 percent	7.05	2.13	2.13	9.65	10.40

† Not applicable.

¹ Such as production activities, conferences, small group work, individual browsing.

² Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table B-3. Standard errors for Table 3: Percent of school library media centers with various work areas, by selected school characteristics: 2002

School characteristic	Individual activity areas ¹	Small group activity areas ²	Large group activity areas ³	Staff work area ⁴	Conference room	Computer access area or lab
Total	3.20	3.15	3.04	3.22	2.61	1.29
School sector						
Public	3.72	3.51	3.47	3.29	3.11	1.06
Catholic	6.78	6.18	5.18	5.12	6.51	3.93
Other private	7.69	8.03	7.91	10.10	4.48	5.52
School urbanicity						
Urban	6.48	6.24	6.92	6.84	5.08	5.03
Suburban	4.32	4.53	3.28	2.90	3.47	1.41
Rural	6.17	5.82	6.18	6.62	5.29	0.54
School region						
Northeast	5.50	6.39	4.67	5.82	6.03	3.72
Midwest	6.60	6.80	6.23	5.67	4.54	0.61
South	5.30	4.60	4.73	5.44	4.01	2.65
West	7.67	7.70	8.17	8.81	7.21	2.79
Grade span						
PK, K, 1, 2, 3, 4, or 5–12	8.47	8.62	8.24	8.85	5.95	3.57
6, 7, or 8–12	7.84	7.47	6.03	7.18	6.70	3.48
9–10, 11, 12	3.74	3.48	2.99	2.59	3.15	1.15
10–11, 12	12.60	12.58	6.57	3.96	11.78	†
School enrollment						
1–399	6.51	6.43	6.36	6.97	4.85	3.07
400–799	5.64	5.76	4.94	4.52	5.22	0.84
800–1,199	4.20	4.64	6.21	6.19	5.24	0.29
1,200–1,599	4.37	3.75	3.13	1.86	5.16	1.38
1,600+	3.44	3.38	2.31	1.79	4.17	0.21
Grade 10 percent free lunch ⁵						
0–5 percent	5.14	5.90	5.06	6.56	4.57	3.49
6–20 percent	5.88	4.92	2.98	3.02	5.72	0.91
21–50 percent	6.74	6.81	6.65	6.46	5.88	†
51–100 percent	9.58	9.99	9.64	9.81	7.64	4.08

† Not applicable.

¹ Area for individual reading, viewing, and listening.

² Area for five persons or less for viewing or listening.

³ Area for more than five persons for viewing or listening.

⁴ Area where staff order, label, etc.

⁵ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table B-4. Standard errors for Table 4: Percent of school library media centers with different amounts of library collections, by selected school characteristics: 2002

School characteristic	2001 holdings – books (all copies)				2001 holdings – video materials (tape, DVD, or laser disc titles; not duplicates)			
	Fewer than 8,000	8,000–15,999	16,000–23,999	24,000 or more	Fewer than 250	250–999	1,000–1,749	1,750 or more
Total	3.52	3.09	2.10	0.93	2.88	2.72	1.22	0.32
School sector								
Public	4.09	3.69	2.61	1.04	3.49	3.33	1.48	0.36
Catholic	6.74	6.85	4.09	2.21	6.15	6.04	1.83	†
Other private	6.64	5.30	2.12	2.58	4.72	4.12	2.32	0.84
School urbanicity								
Urban	6.66	4.48	2.95	2.18	5.00	4.27	2.53	0.96
Suburban	4.72	3.96	3.24	1.15	3.93	3.48	2.40	0.57
Rural	7.14	6.72	3.95	1.77	5.76	5.77	1.07	0.17
School region								
Northeast	5.84	5.33	4.62	1.99	5.91	5.76	2.59	0.79
Midwest	6.03	6.30	4.17	2.48	5.10	4.91	1.76	0.62
South	5.54	4.66	3.77	1.21	5.64	5.27	2.81	0.54
West	9.71	7.72	4.02	1.52	5.15	4.98	0.96	0.63
Grade span								
PK, K, 1, 2, 3, 4, or 5–12	8.75	7.39	5.67	1.66	6.70	5.99	3.40	0.52
6, 7, or 8–12	7.41	7.55	3.38	1.46	7.74	7.62	2.01	0.46
9–10, 11, 12	3.68	3.18	2.50	1.40	3.17	2.98	1.25	0.47
10–11, 12	5.94	10.85	8.41	6.46	11.21	9.27	6.23	4.32
School enrollment								
1–399	6.54	5.98	3.45	1.56	5.42	5.39	0.80	†
400–799	5.15	5.74	5.37	1.49	5.86	5.49	3.97	†
800–1,199	6.59	6.02	4.21	2.56	6.15	5.60	3.95	1.48
1,200–1,599	1.93	5.36	5.47	3.83	5.29	5.40	4.23	†
1,600+	0.77	3.81	4.19	3.49	4.31	4.25	3.03	2.76
Grade 10 percent free lunch ¹								
0–5 percent	5.97	4.65	2.46	2.63	4.21	3.66	1.83	0.55
6–20 percent	7.19	6.11	4.65	1.64	6.74	6.28	1.17	1.04
21–50 percent	7.45	6.60	5.27	1.27	6.15	5.84	1.46	0.47
51–100 percent	9.84	8.76	3.86	1.28	8.35	7.71	3.34	0.80

See notes at end of table.

Table B-4. Standard errors for Table 4: Percent of school library media centers with different amounts of library collections, by selected school characteristics: 2002—Continued

School characteristic	2001 holdings – periodical subscriptions (current print or microform subscriptions)				2001 holdings – electronic database subscriptions (online, CD-ROM, electronic journals, electronic books; not duplicates)			
	Fewer than 25	25–49	50–74	75 or more	None	1–3	4–6	7 or more
Total	3.40	3.23	1.55	1.31	3.02	3.28	1.81	1.94
School sector								
Public	3.98	3.93	1.94	1.62	3.28	3.68	2.23	2.40
Catholic	7.29	5.79	4.41	1.84	7.60	5.17	4.85	4.53
Other private	5.40	4.15	1.49	2.15	8.99	9.18	2.42	2.49
School urbanicity								
Urban	6.36	4.79	2.57	2.21	5.93	5.78	2.69	3.18
Suburban	4.13	4.05	2.23	1.85	4.38	4.13	2.72	2.96
Rural	7.29	7.15	3.05	2.63	5.35	6.28	3.41	3.52
School region								
Northeast	5.85	6.06	3.09	3.43	5.14	7.15	4.71	5.28
Midwest	6.54	6.71	3.56	2.88	5.23	6.06	4.23	3.42
South	5.55	4.77	2.65	2.24	5.42	5.64	2.37	3.83
West	8.99	8.82	2.53	1.70	7.49	7.74	3.42	2.12
Grade span								
PK, K, 1, 2, 3, 4, or 5–12	8.26	8.03	0.86	1.28	8.13	9.02	3.59	4.43
6, 7, or 8–12	7.79	7.72	5.00	1.92	7.66	7.87	6.13	6.10
9–10, 11, 12	3.11	3.37	2.21	2.13	3.09	3.42	1.89	2.25
10–11, 12	12.49	11.00	4.74	5.85	†	11.69	12.27	3.44
School enrollment								
1–399	6.70	6.53	2.57	2.26	6.56	6.85	3.58	2.44
400–799	5.40	6.07	3.11	2.49	4.64	5.94	3.18	5.38
800–1,199	6.37	5.50	3.16	3.72	3.47	6.10	3.72	4.37
1,200–1,599	4.42	5.48	4.85	4.20	2.29	5.56	5.18	4.91
1,600+	3.08	4.00	4.08	3.39	2.14	4.54	3.73	4.10
Grade 10 percent free lunch ¹								
0–5 percent	5.60	4.46	2.20	2.36	5.97	6.35	2.96	2.83
6–20 percent	7.24	5.46	3.69	4.09	4.34	6.77	2.84	4.98
21–50 percent	7.16	6.99	3.17	2.00	5.88	6.85	2.97	4.27
51–100 percent	9.53	9.73	4.29	2.46	9.71	8.10	7.12	6.06

† Not applicable.

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table B-5a. Standard errors for Table 5: Percent of school library media centers with various equipment and technology, by selected school characteristics: 2002

School characteristic	School library media center has:									
	Tele- phone	Fax machine	Photo- copier	VCR	Laser disc player	DVD player	Electronic book reader	CD- ROM reader	Personal computer	Automated book circulation system
Total	3.02	2.21	3.86	2.22	2.96	2.27	0.83	3.56	2.12	3.49
School sector										
Public	3.00	2.58	4.40	2.58	3.54	2.55	0.55	4.03	2.68	4.00
Catholic	4.18	3.94	5.56	4.39	6.77	6.41	1.53	5.98	1.44	6.75
Other private	10.08	5.10	9.88	5.33	5.58	5.96	4.34	9.41	0.92	8.60
School urbanicity										
Urban	6.84	3.35	7.35	5.83	4.71	4.41	0.98	6.96	5.79	6.95
Suburban	3.18	3.17	4.50	2.44	4.32	3.20	1.84	4.42	1.48	4.41
Rural	6.06	4.24	7.41	4.03	5.17	3.91	0.49	7.14	4.24	7.18
School region										
Northeast	2.16	4.62	5.60	4.31	5.89	5.77	1.47	5.63	2.62	5.71
Midwest	4.99	4.50	6.86	4.47	6.24	4.38	0.94	5.96	1.63	6.26
South	5.68	3.89	6.38	3.50	4.44	3.90	2.06	6.48	5.24	5.85
West	7.91	4.08	10.36	5.95	7.66	3.95	†	8.64	0.58	9.70
Grade span										
PK, K, 1, 2, 3, 4, or 5–12	8.90	5.55	8.65	5.17	6.35	3.48	2.65	9.53	5.51	9.05
6, 7, or 8–12	4.92	4.09	7.45	2.63	7.88	6.86	1.83	7.69	3.37	7.27
9–10, 11, 12	2.43	2.78	3.77	2.87	3.27	2.63	0.59	3.83	2.51	3.60
10–11, 12	†	10.43	12.81	2.54	11.80	7.76	2.20	4.37	†	4.44
School enrollment										
1–99	6.97	4.25	7.04	5.24	5.44	4.21	1.80	7.06	4.76	7.17
400–799	2.10	4.91	5.26	1.58	6.03	4.52	1.43	5.46	3.22	4.82
800–1,199	†	4.15	2.34	1.89	5.52	4.86	1.26	3.68	2.80	3.63
1,200–1,599	†	5.17	2.11	2.26	5.56	5.15	†	2.86	1.58	1.65
1,600+	†	4.30	0.47	2.55	4.25	4.15	0.82	2.85	1.24	1.12
Grade 10 percent free lunch ¹										
0–5 percent	6.51	3.27	6.65	3.49	4.83	4.55	0.38	6.11	1.21	6.11
6–20 percent	2.19	5.73	7.52	4.13	6.04	5.11	3.24	4.88	1.24	4.12
21–50 percent	5.84	4.88	7.21	3.93	5.20	3.78	0.65	7.28	4.79	7.24
51–100 percent	9.22	4.56	10.97	8.98	9.70	5.25	2.06	10.63	9.64	11.30
Allowed to use item:										
Students	3.09	6.22	3.24	3.73	4.21	5.02	10.20	1.37	1.95	3.38
Faculty/staff	2.03	3.98	1.81	0.43	0.08	2.59	9.75	0.39	1.72	3.44
Library staff	2.52	5.53	2.93	3.81	4.79	3.44	†	2.14	1.66	1.23

See notes at end of table.

Table B-5a. Standard errors for Table 5: Percent of school library media centers with various equipment and technology, by selected school characteristics: 2002—Continued

School characteristic	School library media center has:									
	Internet access	Cable TV	Closed-circuit TV	Video camera	Satellite TV hook-up	Audio equipment	conferencing equipment	Scanner	LCD panel or projection device	Tech-nology for disabled
Total	1.73	3.29	2.55	3.65	3.12	2.10	2.79	3.34	3.31	2.14
School sector										
Public	1.65	3.64	2.88	4.22	3.65	2.12	3.23	3.67	3.55	2.55
Catholic	3.67	6.50	5.45	6.11	4.73	5.70	2.78	7.22	6.93	2.30
Other private	6.73	9.42	6.70	8.99	6.91	7.67	6.61	9.55	9.17	4.82
School urbanicity										
Urban	6.94	6.11	3.95	5.76	2.46	4.33	1.88	5.89	6.29	1.93
Suburban	1.18	4.19	3.60	4.24	4.17	2.53	3.68	4.02	4.49	2.89
Rural	0.53	6.18	4.38	7.74	6.63	4.29	5.95	6.62	6.02	4.69
School region										
Northeast	3.38	6.57	4.80	7.14	4.55	4.42	3.70	7.26	6.79	3.77
Midwest	2.49	5.57	5.45	5.72	6.17	3.56	5.81	5.96	5.84	5.31
South	4.01	5.86	4.44	6.55	5.06	0.90	5.34	5.96	5.99	2.63
West	†	7.97	5.62	8.75	8.06	7.94	4.50	7.20	7.69	5.19
Grade span										
PK, K, 1, 2, 3, 4, or 5–12	4.15	8.95	5.69	8.64	8.89	6.82	8.88	9.11	9.42	5.46
6, 7, or 8–12	0.87	7.49	6.96	7.26	8.09	2.77	4.51	7.67	7.69	5.17
9–10, 11, 12	2.40	3.39	2.59	3.63	2.61	1.62	2.12	3.36	3.70	2.37
10–11, 12	†	2.67	9.99	7.03	12.13	4.24	10.04	5.70	4.60	7.91
School enrollment										
1–399	3.93	6.94	3.94	7.28	6.38	4.60	5.88	6.92	6.95	4.34
400–799	0.12	4.05	5.55	4.85	5.89	1.94	5.64	5.71	5.25	4.81
800–1,199	†	6.29	5.41	6.12	5.14	2.23	4.14	6.02	6.16	4.40
1,200–1,599	†	4.93	5.66	4.63	5.17	3.32	4.23	4.77	4.68	4.69
1,600+	†	3.32	4.23	4.06	3.93	3.39	3.76	3.85	3.48	4.08
Grade 10 percent free lunch ¹										
0–5 percent	4.17	6.33	4.63	5.90	3.79	4.66	3.33	5.85	5.98	3.54
6–20 percent	0.13	4.85	5.85	7.45	5.84	2.61	7.29	5.86	5.44	4.39
21–50 percent	0.50	6.98	4.75	7.00	6.83	4.85	5.61	6.72	6.96	4.95
51–100 percent	8.68	9.83	7.41	9.67	6.87	2.95	3.68	9.32	10.30	3.66
Allowed to use item:										
Students	1.90	3.66	3.35	3.68	4.85	3.20	5.68	2.64	3.91	4.69
Faculty/staff	0.93	1.26	2.64	0.64	3.67	0.51	2.52	2.07	1.51	4.13
Library staff	2.63	2.32	1.75	2.83	1.35	2.87	3.35	2.68	2.18	6.53

† Not applicable.

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table B-5b. Standard errors for Table 5b: Mean number of equipment and technology items offered by school library media centers, by category and selected school characteristics: 2002

School characteristic	Office equipment	Audiovisual equipment	Electronic equipment
Total	0.07	0.14	0.11
School sector			
Public	0.07	0.15	0.12
Catholic	0.09	0.29	0.21
Other private	0.21	0.42	0.28
School urbanicity			
Urban	0.15	0.26	0.22
Suburban	0.08	0.19	0.10
Rural	0.13	0.23	0.20
School region			
Northeast	0.09	0.31	0.15
Midwest	0.12	0.28	0.17
South	0.13	0.25	0.21
West	0.18	0.25	0.02
Grade span			
PK, K, 1, 2, 3, 4, or 5–12	0.18	0.40	0.25
6, 7, or 8–12	0.10	0.25	0.22
9–10, 11, 12	0.07	0.14	0.11
10–11, 12	0.20	0.03	0.19
School enrollment			
1–399	0.14	0.26	0.22
400–799	0.09	0.22	0.12
800–1,199	0.05	0.27	0.14
1,200–1,599	0.06	0.20	0.11
1,600+	0.04	0.15	0.12
Grade 10 percent free lunch ¹			
0–5 percent	0.14	0.24	0.15
6–20 percent	0.12	0.24	0.13
21–50 percent	0.13	0.30	0.21
51–100 percent	0.20	0.43	0.36

¹Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table B-6. Standard errors for Table 6: Percent of school library media centers with various services, by selected school characteristics: 2002

School characteristic	School library media center has:					
	Online catalog	Other libraries' online catalogs	Internet access	Email or chat room access	Educational software ¹	Multimedia production facility ²
Total	3.63	3.57	1.48	3.11	3.03	2.56
School sector						
Public	4.20	4.15	0.49	3.47	3.44	3.01
Catholic	6.97	7.45	3.74	7.29	6.31	5.66
Other private	7.44	8.67	7.91	8.76	8.20	5.07
School urbanicity						
Urban	7.19	7.04	4.76	5.97	6.88	2.66
Suburban	4.44	4.45	2.24	4.02	4.03	2.94
Rural	7.43	7.38	1.14	6.26	5.37	5.77
School region						
Northeast	4.77	4.89	3.38	6.68	5.94	4.34
Midwest	6.55	6.16	2.48	5.56	5.20	5.25
South	5.97	5.97	2.45	5.53	4.82	4.88
West	9.81	9.21	3.93	7.44	7.91	3.22
Grade span						
PK, K, 1, 2, 3, 4, or 5-12	8.53	8.90	5.06	8.92	7.52	8.54
6, 7, or 8-12	7.60	7.62	2.48	7.64	7.25	5.64
9-10, 11, 12	3.46	3.61	0.70	3.13	3.67	1.82
10-11, 12	12.55	12.28	†	10.57	10.00	11.19
School enrollment						
1-399	7.11	7.25	3.15	6.40	6.04	5.84
400-799	5.35	6.01	1.57	5.76	5.56	4.14
800-1,199	6.57	5.96	0.72	3.30	4.23	4.30
1,200-1,599	2.88	4.85	†	5.48	4.75	3.88
1,600+	1.36	3.69	†	4.00	3.70	3.57
Grade 10 percent free lunch ¹						
0-5 percent	6.06	5.85	4.95	5.86	5.40	2.06
6-20 percent	4.55	3.41	0.13	7.27	5.49	7.43
21-50 percent	7.50	6.99	0.50	5.33	6.14	4.67
51-100 percent	10.91	9.02	0.77	6.11	10.46	6.52

See notes at end of table.

Table B-6. Standard errors for Table 6: Percent of school library media centers with various services, by selected school characteristics: 2002—Continued

School characteristic	School library media center has:				
	Reference and bibliography database ³	General articles and news databases	College and career databases	Academic subject databases ⁴	Electronic full-text books, journals, references, or magazines
Total	2.27	2.76	3.17	3.48	3.41
School sector					
Public	2.26	2.91	3.69	4.08	3.87
Catholic	5.06	6.73	6.55	5.96	6.81
Other private	8.21	8.56	8.05	8.73	9.16
School urbanicity					
Urban	7.11	7.25	6.31	6.53	6.33
Suburban	3.12	4.34	4.1	4.45	4.59
Rural	1.72	2.27	6.35	7.16	6.27
School region					
Northeast	4.32	4.78	5.69	5.53	6.88
Midwest	2.23	3.72	6.08	5.98	5.98
South	4.76	5.01	5.47	5.88	6.08
West	5.13	7.44	7.63	8.17	8.03
Grade span					
PK, K, 1, 2, 3, 4, or 5–12	6.34	6.92	9.09	9.13	9.15
6, 7, or 8–12	4.75	6.24	6.86	7.75	6.94
9–10, 11, 12	2.53	3.44	3.5	3.51	3.69
10–11, 12	2.61	†	7.7	7.59	12.4
School enrollment					
1–399	4.54	5.44	6.33	6.88	7
400–799	4.4	4.89	5.81	5.76	5.91
800–1,199	1.7	6.29	4.52	3.91	6.34
1,200–1,599	1.97	2.21	5.25	4.95	4.54
1,600+	1.54	1.26	3.77	3.97	3.21
Grade 10 percent free lunch ⁵					
0–5 percent	5.08	5.52	5.55	5.71	6.25
6–20 percent	3.26	3.68	7.27	4.54	4.62
21–50 percent	1.3	2.26	6.32	7.14	6.81
51–100 percent	9.71	11.07	10.16	9.59	9.67

¹ Examples include CD-ROMs and Math Blasters.

² A multimedia production facility is a studio containing a computers and equipment using text, full-color images and graphics, video,

³ Examples include encyclopedias, dictionaries.

⁴ Education, business/management, humanities, science/engineering/math, or English databases (e.g., ERIC, Science Direct).

⁵ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table B-7. Standard errors for Table 7: Percent of school library media centers that participate in various interlibrary loan (ILL) programs, by selected school characteristics: 2002

School characteristic	School library media center participates in:						
	Any interlibrary loan program	Interlibrary loan program with area high schools	Interlibrary loan program with other high schools in state	Interlibrary loan program with public libraries in the area	Interlibrary loan program with state library	Interlibrary loan program with colleges and universities	Other interlibrary loan program
Total	3.15	2.91	2.76	3.21	2.98	2.99	2.90
School sector							
Public	3.26	3.53	3.29	3.74	3.59	3.60	3.38
Catholic	7.35	5.30	3.78	5.91	5.19	5.18	4.80
Other private	8.64	2.74	4.76	5.45	2.94	2.68	6.84
School urbanicity							
Urban	5.98	5.19	2.33	4.73	3.29	4.35	6.89
Suburban	4.21	3.46	2.97	4.01	3.22	2.99	3.18
Rural	6.25	6.26	6.28	6.67	6.70	6.67	5.66
School region							
Northeast	4.88	5.03	4.69	5.24	5.33	5.25	5.93
Midwest	5.92	5.75	4.59	6.16	5.83	6.10	5.17
South	5.69	5.01	5.29	5.36	5.15	4.89	4.53
West	7.67	6.71	7.00	8.32	7.66	7.65	8.28
Grade span							
PK, K, 1, 2, 3, 4, or 5–12	9.23	6.47	8.15	8.79	8.51	8.56	7.74
6, 7, or 8–12	7.34	7.84	6.45	7.76	6.78	7.78	6.72
9–10, 11, 12	2.67	2.94	2.56	3.34	2.97	2.90	3.10
10–11, 12	12.35	10.48	9.37	11.76	7.42	7.42	7.70
School enrollment							
1–399	6.64	5.98	6.25	6.66	6.52	6.62	5.65
400–799	5.67	5.49	4.50	5.58	5.10	5.09	5.43
800–1,199	4.94	5.71	5.01	5.59	5.27	5.00	6.69
1,200–1,599	5.10	4.97	4.61	5.32	4.94	4.78	4.86
1,600+	4.08	4.14	3.50	4.11	3.83	3.39	2.74
Grade 10 percent free lunch ¹							
0–5 percent	5.50	4.07	3.00	4.91	4.08	3.89	3.03
6–20 percent	4.97	6.03	6.96	6.11	6.91	6.97	5.49
21–50 percent	7.07	6.76	5.92	6.99	6.75	6.69	6.62
51–100 percent	7.34	7.24	2.35	10.24	5.62	7.56	10.41

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table B-8. Standard errors for Table 8: Percent distribution of school library media centers' expenditures on computer hardware (other than communications equipment), by selected school characteristics: 2002

School characteristic	Total spent on computer hardware during 2000–2001 school year				
	None	\$1–\$2,499	\$2,500–\$4,999	\$5,000–\$9,999	\$10,000 or more
Total	2.68	3.23	2.05	1.67	2.79
School sector					
Public	3.07	3.48	2.12	1.84	3.34
Catholic	5.91	5.73	5.23	4.87	4.51
Other private	6.79	9.64	6.69	4.71	5.25
School urbanicity					
Urban	4.94	6.69	2.69	4.05	2.83
Suburban	4.08	3.39	3.20	1.81	3.36
Rural	4.64	6.92	3.84	3.30	6.40
School region					
Northeast	6.86	6.63	2.39	2.42	4.74
Midwest	5.33	5.07	5.16	3.38	5.12
South	3.59	6.17	3.33	2.68	5.19
West	6.79	6.84	2.95	4.49	6.48
Grade span					
PK, K, 1, 2, 3, 4, or 5–12	5.95	9.11	5.51	4.46	8.54
6, 7, or 8–12	7.95	7.59	3.91	4.52	3.21
9–10, 11, 12	2.78	3.45	2.34	1.62	2.23
10–11, 12	4.36	11.72	4.94	3.29	12.60
School enrollment					
1–399	5.43	6.78	4.55	3.00	6.08
400–799	5.85	5.48	3.21	2.51	4.81
800–1,199	3.90	5.19	3.20	6.31	4.10
1,200–1,599	3.64	4.13	3.41	3.97	5.10
1,600+	2.33	3.73	3.26	3.43	4.30
Grade 10 percent free lunch ¹					
0–5 percent	4.74	5.97	3.96	1.76	3.93
6–20 percent	4.40	6.42	4.15	3.12	7.62
21–50 percent	4.71	7.04	4.13	1.99	6.60
51–100 percent	9.37	9.19	3.02	8.39	3.63

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table B-9. Standard errors for Table 9: Percent of school library media centers with various staff members, by selected school characteristics: 2002

School characteristic	Staff includes state-certified librarians	Library staff includes state-certified teachers	Library staff includes non-certified professionals	Staff includes paid library aides	Volunteers provide library services
Total	3.20	3.23	2.87	3.35	3.29
School sector					
Public	3.55	3.56	2.98	3.92	3.69
Catholic	7.49	5.87	6.60	6.05	7.49
Other private	8.16	9.53	8.92	7.25	9.24
School urbanicity					
Urban	6.94	3.54	6.39	5.95	5.84
Suburban	4.25	4.24	4.07	4.30	4.20
Rural	5.92	6.61	3.77	7.00	6.58
School region					
Northeast	5.10	6.95	4.09	7.32	5.47
Midwest	6.64	6.28	5.59	5.52	6.07
South	4.61	5.52	4.99	5.22	5.55
West	7.84	6.44	7.31	9.05	6.26
Grade span					
PK, K, 1, 2, 3, 4, or 5–12	8.96	9.47	7.84	8.60	9.15
6, 7, or 8–12	5.67	6.71	2.11	7.48	7.30
9–10, 11, 12	3.46	3.05	3.62	3.49	3.33
10–11, 12	†	8.86	4.63	13.03	10.22
School enrollment					
1–399	6.48	6.78	6.25	6.98	7.01
400–799	3.09	5.62	3.03	5.84	5.74
800–1,199	6.27	5.37	6.63	6.04	5.85
1,200–1,599	2.61	5.18	4.34	4.25	5.32
1,600+	1.60	4.54	3.22	3.17	4.51
Grade 10 percent free lunch ¹					
0–5 percent	5.47	5.72	5.46	5.76	5.72
6–20 percent	3.92	6.28	4.13	7.18	6.58
21–50 percent	6.84	7.36	4.24	6.63	6.55
51–100 percent	11.17	8.27	11.33	8.25	9.09

† Not applicable.

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table B-10. Standard errors for Table 10: Percent distribution of how frequently school library media center survey respondents worked with English teachers to plan and deliver instruction, by selected school characteristics: 2002

School characteristic	How frequently worked with English teachers during the 2001–2002 school year					
	Never	Once during the year	Once or twice a semester or term	Monthly	Weekly	More than once a week
Total	3.61	0.69	2.88	2.68	1.86	2.38
School sector						
Public	3.90	0.86	3.37	3.22	2.23	2.19
Catholic	5.37	0.88	5.85	5.70	4.50	3.66
Other private	10.73	†	6.13	2.57	3.20	10.07
School urbanicity						
Urban	5.92	0.21	4.32	4.12	3.51	4.50
Suburban	3.42	0.30	3.48	3.12	2.61	3.99
Rural	7.83	1.82	6.25	5.83	2.29	3.10
School region						
Northeast	2.40	†	5.62	5.56	4.97	4.22
Midwest	4.93	1.26	5.74	5.26	3.74	4.82
South	6.63	1.58	4.21	4.81	3.24	4.34
West	10.56	0.59	8.41	4.89	2.07	4.65
Grade span						
PK, K, 1, 2, 3, 4, or 5–12	9.85	1.33	5.87	6.73	2.84	7.05
6, 7, or 8–12	3.65	3.46	7.27	7.72	4.54	5.77
9–10, 11, 12	1.16	0.26	3.34	2.62	2.38	1.94
10–11, 12	†	†	9.42	11.49	6.60	8.64
School enrollment						
1–399	7.91	1.49	6.67	5.14	2.44	4.24
400–799	4.16	1.44	4.19	5.51	4.47	4.67
800–1,199	1.20	0.78	3.37	4.40	5.30	6.58
1,200–1,599	0.59	0.67	4.43	4.90	4.49	4.42
1,600+	1.21	1.10	3.00	3.51	3.94	4.29
Grade 10 percent free lunch ¹						
0–5 percent	6.82	0.16	4.09	3.84	3.55	4.88
6–20 percent	7.71	0.19	5.88	5.31	3.60	4.94
21–50 percent	7.20	1.19	5.54	6.59	3.14	3.91
51–100 percent	†	0.89	9.38	3.95	6.86	7.25

† Not applicable.

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table B-11. Standard errors for Table 11: Percent distribution of how frequently school library media center survey respondents worked with math teachers to plan and deliver instruction, by selected school characteristics: 2002

School characteristic	How frequently worked with math teachers during the 2001–2002 school year					
	Never	Once during the year	Once or twice a semester or term	Monthly	Weekly	More than once a week
Total	3.58	1.77	2.81	1.78	0.57	0.93
School sector						
Public	3.96	2.13	3.26	1.92	0.50	0.34
Catholic	7.01	4.55	5.73	3.47	2.66	†
Other private	10.57	2.46	6.64	5.73	2.58	5.67
School urbanicity						
Urban	6.18	4.15	3.59	2.20	2.15	4.29
Suburban	4.48	2.77	4.00	3.19	0.51	0.65
Rural	6.51	2.60	5.50	2.75	0.79	0.14
School region						
Northeast	6.31	5.68	5.80	4.24	†	0.25
Midwest	6.63	2.79	5.52	2.17	1.48	†
South	6.67	2.54	5.47	3.71	1.01	0.14
West	7.17	4.74	2.58	3.42	0.54	4.62
Grade span						
PK, K, 1, 2, 3, 4, or 5–12	8.67	3.05	6.43	4.77	†	3.26
6, 7, or 8–12	7.68	6.21	7.12	5.62	0.96	†
9–10, 11, 12	3.51	2.01	3.00	1.45	0.98	0.50
10–11, 12	9.39	7.74	10.78	4.66	4.99	†
School enrollment						
1–399	6.72	1.94	5.79	2.85	1.09	†
400–799	6.30	4.37	5.07	4.77	1.28	1.08
800–1,199	5.60	4.79	4.85	1.38	1.09	7.04
1,200–1,599	4.65	5.59	5.06	3.94	1.83	†
1,600+	4.36	3.60	4.81	2.75	0.98	0.49
Grade 10 percent free lunch ¹						
0–5 percent	6.36	3.79	4.94	2.01	1.60	†
6–20 percent	7.37	3.80	5.37	4.11	1.26	1.17
21–50 percent	6.89	1.64	6.04	4.03	0.71	0.21
51–100 percent	8.08	7.41	5.70	2.57	1.51	7.92

† Not applicable.

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table B-12. Standard errors for Table 12: Percent distribution of when students may use school library media centers on their own, by selected school characteristics: 2002

School characteristic	When students may use library on own		Of those schools with set times for students' use of library on own:				
	During scheduled periods/set times	Anytime	Students may use library on own before or after school	Students may use library on own during lunch break	Students may use library on own during set times throughout the day	Students may use library on own between classes or during recess	Students may use library on own at other time
Total	3.24	3.24	6.87	6.56	5.98	6.54	5.52
School sector							
Public	3.64	3.64	7.42	7.68	5.95	7.98	6.07
Catholic	5.81	5.81	13.50	13.23	6.59	12.48	10.30
Other private	8.85	8.85	15.70	15.32	16.72	9.59	14.16
School urbanicity							
Urban	6.52	6.52	12.25	9.76	9.24	9.72	9.16
Suburban	4.00	4.00	9.75	9.57	8.79	8.26	8.95
Rural	6.65	6.65	11.56	10.05	11.78	14.20	4.50
School region							
Northeast	6.51	6.51	8.59	9.17	6.93	10.55	6.74
Midwest	5.05	5.05	7.13	10.51	4.27	12.04	6.97
South	4.82	4.82	12.98	12.22	12.49	8.75	10.57
West	9.74	9.74	16.09	15.06	14.20	16.19	14.18
Grade span							
PK, K, 1, 2, 3, 4, or 5–12	9.01	9.01	13.69	14.09	12.25	13.73	9.86
6, 7, or 8–12	5.31	5.31	17.44	17.59	3.65	10.28	12.05
9–10, 11, 12	3.58	3.58	8.75	8.33	7.08	7.58	7.04
10–11, 12	10.20	10.20	†	10.33	11.18	10.91	18.07
School enrollment							
1–399	6.89	6.89	12.50	12.43	11.78	11.45	10.39
400–799	4.47	4.47	5.47	8.40	6.78	8.62	8.72
800–1,199	6.12	6.12	19.14	17.28	9.16	12.74	10.19
1,200–1,599	4.84	4.84	3.03	5.74	7.37	8.16	8.76
1,600+	3.87	3.87	1.93	4.11	7.94	6.16	7.78
Grade 10 percent free lunch ¹							
0–5 percent	6.13	6.13	12.16	11.56	13.07	9.42	9.21
6–20 percent	5.13	5.13	4.28	11.50	8.13	11.13	11.02
21–50 percent	6.97	6.97	4.94	11.62	5.59	10.85	2.82
51–100 percent	10.03	10.03	12.84	12.49	16.78	11.20	17.01

† Not applicable.

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table B-13. Standard errors for Table 13: Mean number of times during a typical week the school library media center is used by various groups, during school and non-school hours, by selected school characteristics: 2002

School characteristic	Mean number of times per week the library is used by:			
	Two or more classes at same time	One class only	Small groups (less than a full class)	Groups for non-library related activities
Total	0.46	0.47	0.93	0.42
School sector				
Public	0.57	0.55	1.09	0.48
Catholic	0.46	0.81	2.30	1.15
Other private	0.62	0.99	2.10	1.01
School urbanicity				
Urban	0.78	0.96	1.75	0.76
Suburban	0.61	0.72	1.41	0.36
Rural	0.90	0.80	1.56	0.95
School region				
Northeast	1.40	0.82	2.18	0.76
Midwest	0.93	1.02	1.58	0.57
South	0.75	0.81	1.67	0.43
West	0.73	0.94	1.91	1.60
Grade span				
PK, K, 1, 2, 3, 4, or 5–12	1.18	1.20	2.58	1.26
6, 7, or 8–12	1.24	1.09	2.18	0.48
9–10, 11, 12	0.50	0.58	0.99	0.41
10–11, 12	1.92	1.69	2.41	0.81
School enrollment				
1–399	0.57	0.85	1.59	0.90
400–799	1.15	0.96	1.77	0.68
800–1,199	1.33	1.22	2.15	0.74
1,200–1,599	1.42	1.00	1.83	0.80
1,600+	0.98	0.88	2.20	0.54
Grade 10 percent free lunch ¹				
0–5 percent	0.51	0.76	1.50	0.68
6–20 percent	1.31	0.77	2.45	0.42
21–50 percent	0.98	0.98	1.80	1.12
51–100 percent	0.70	1.43	2.03	0.68

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table B-14. Standard errors for Table 14: Percent distribution of schools with different amounts of student usage of school library during a typical week, during school and non-school hours, by selected school characteristics: 2002

School characteristic	Number of students who use library during a typical week				
	Fewer than 100	100–249	250–499	500–999	1000 or more
Total	3.07	3.41	2.66	1.78	1.51
School sector					
Public	3.41	3.90	3.11	2.21	1.89
Catholic	5.69	6.66	6.02	4.07	4.05
Other private	8.93	8.78	6.22	2.42	1.46
School urbanicity					
Urban	7.24	5.65	4.10	3.28	2.31
Suburban	4.27	3.62	3.65	2.93	2.54
Rural	5.18	7.15	5.58	2.79	2.58
School region					
Northeast	7.02	5.33	4.08	5.31	3.00
Midwest	1.74	6.57	5.44	3.91	3.53
South	5.94	4.98	4.41	2.23	2.62
West	8.01	9.75	6.57	3.46	2.09
Grade span					
PK, K, 1, 2, 3, 4, or 5–12	7.48	8.66	6.37	1.93	4.32
6, 7, or 8–12	7.03	7.20	6.85	4.83	2.02
9–10, 11, 12	3.59	2.83	2.79	2.45	1.58
10–11, 12	†	12.71	9.43	10.46	5.91
School enrollment					
1–399	6.55	7.13	4.29	2.40	2.12
400–799	1.66	5.05	5.96	3.44	4.02
800–1,199	6.22	3.60	5.06	5.13	2.94
1,200–1,599	†	2.92	4.48	4.84	4.95
1,600+	†	2.07	3.31	4.38	4.17
Grade 10 percent free lunch ¹					
0–5 percent	5.32	6.21	4.72	3.60	1.89
6–20 percent	7.66	5.03	5.73	3.99	2.71
21–50 percent	2.56	6.73	5.08	2.98	3.25
51–100 percent	10.94	7.00	6.39	5.01	2.00

† Not applicable.

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table B-15. Standard errors for Table 15: Percent of schools with different maximum number of books that a student may check out of the school library at one time, by selected school characteristics: 2002

School characteristic	Maximum number of books student may take out of library at a time					
	0	1–2	3–5	6 or more	Varies by grade level	No maximum
Total	1.33	3.01	3.24	1.06	2.59	2.38
School sector						
Public	1.69	3.10	3.79	1.27	2.97	2.68
Catholic	†	4.29	5.44	4.18	2.63	6.94
Other private	†	9.71	7.61	1.66	7.29	6.18
School urbanicity						
Urban	5.94	5.51	4.23	2.04	3.95	3.58
Suburban	0.60	3.61	4.26	1.51	3.03	3.60
Rural	†	6.31	6.95	2.04	5.65	4.40
School region						
Northeast	†	5.41	5.81	2.49	1.46	6.34
Midwest	†	5.08	5.45	1.66	5.58	4.41
South	3.48	6.15	5.25	1.00	3.75	3.07
West	1.31	4.02	9.51	3.95	7.59	6.46
Grade span						
PK, K, 1, 2, 3, 4, or 5–12	†	9.11	8.74	0.72	8.60	1.84
6, 7, or 8–12	†	4.74	7.53	1.37	4.41	7.06
9–10, 11, 12	2.38	2.47	3.28	1.78	0.57	3.10
10–11, 12	†	12.78	11.99	6.04	†	8.96
School enrollment						
1–399	3.18	6.29	7.10	1.87	5.14	5.08
400–799	1.09	5.10	5.76	2.01	5.43	4.05
800–1,199	†	6.47	4.99	2.98	2.90	4.68
1,200–1,599	†	3.81	5.49	3.69	†	5.19
1,600+	†	2.29	4.33	3.00	†	3.79
Grade 10 percent free lunch ¹						
0–5 percent	†	6.08	5.37	1.90	3.40	4.68
6–20 percent	†	3.44	6.55	1.70	3.59	5.77
21–50 percent	0.88	6.48	6.56	2.65	6.16	3.62
51–100 percent	8.69	8.35	6.71	1.30	6.73	8.64

† Not applicable.

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table B-16. Standard errors for Table 16: Mean total circulation of library materials (books, etc.) checked out from the library media center during a typical week, and per student, by selected school characteristics: 2002

School characteristic	Mean circulation per week	Mean circulation per student, per week
Total	26.48	0.098
School sector		
Public	24.13	0.10
Catholic	10.04	0.033
Other private	119.58	0.38
School urbanicity		
Urban	58.93	0.064
Suburban	26.60	0.049
Rural	56.78	0.24
School region		
Northeast	31.19	0.057
Midwest	51.18	0.25
South	31.08	0.083
West	89.47	0.29
Grade span		
PK, K, 1, 2, 3, 4, or 5–12	85.24	0.28
6, 7, or 8–12	33.41	0.076
9–10, 11, 12	16.40	0.064
10–11, 12	48.15	0.024
School enrollment		
1–399	52.70	0.21
400–799	43.04	0.071
800–1,199	83.26	0.071
1,200–1,599	40.06	0.029
1,600+	49.02	0.022
Grade 10 percent free lunch ¹		
0–5 percent	58.72	0.23
6–20 percent	26.40	0.11
21–50 percent	45.39	0.21
51–100 percent	82.62	0.91

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table B-17. Standard errors for Table 17: Percent distribution of schools allowing certain materials to be taken out of the school library, by selected school characteristics: 2002

School characteristic	Students may take out:							Parents allowed to check out material
	Reference materials	Periodicals	AV materials	AV equipment	Computer software (includes CD-ROM)	Computer hardware	None of these	
Total	3.25	3.31	2.99	2.44	2.00	0.99	3.08	2.92
School sector								
Public	3.63	3.70	3.60	2.92	2.26	1.24	3.40	3.35
Catholic	5.39	6.01	6.90	5.65	4.71	1.22	5.52	6.68
Other private	9.37	9.53	5.17	5.24	5.34	1.05	9.22	7.42
School urbanicity								
Urban	5.73	6.03	4.78	3.14	3.78	1.50	4.80	6.43
Suburban	3.87	4.33	3.54	3.56	3.03	1.99	4.24	3.78
Rural	6.54	6.41	6.61	4.87	3.54	1.07	6.12	4.97
School region								
Northeast	6.07	5.97	5.25	4.86	3.20	3.07	5.99	5.15
Midwest	6.25	5.35	6.17	5.42	5.05	1.76	4.34	5.17
South	5.62	5.93	3.51	2.58	2.56	0.95	5.80	4.56
West	7.37	7.53	8.88	6.72	4.51	3.06	7.10	8.66
Grade span								
PK, K, 1, 2, 3, 4, or 5-12	8.24	8.78	6.94	5.07	4.26	0.65	8.73	6.62
6, 7, or 8-12	7.47	7.83	7.00	6.41	6.35	4.08	7.30	5.85
9-10, 11, 12	3.37	3.49	3.25	2.79	2.22	1.22	2.86	3.41
10-11, 12	11.28	12.21	11.64	7.65	8.32	5.59	12.46	10.60
School enrollment								
1-399	6.51	6.92	5.92	4.82	3.77	1.76	6.72	5.97
400-799	5.86	5.03	5.35	5.05	4.23	2.03	4.44	5.22
800-1,199	5.39	4.88	5.58	5.41	4.75	2.77	3.55	6.26
1,200-1,599	5.53	5.03	5.26	4.49	3.94	2.12	4.40	5.30
1,600+	4.37	4.22	4.09	3.70	3.49	2.13	3.34	4.46
Grade 10 percent free lunch ¹								
0-5 percent	5.51	5.58	4.51	4.15	4.41	2.01	5.29	4.52
6-20 percent	6.43	6.93	6.26	5.13	3.18	1.73	7.42	5.06
21-50 percent	6.38	6.14	6.51	4.99	3.86	1.06	5.83	5.52
51-100 percent	9.51	9.20	6.91	4.12	5.03	1.95	8.83	10.35

¹ Percentage of a school's 10th-grade students that receive free or reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Library Media Center Survey, 2002."

Table B-18. Standard errors for Table 18: Percent of students who reported “sometimes” or “often” for use of school library media center for various purposes, for students whose schools have library media centers, by selected student characteristics: 2002

Student characteristic	Percent of students who reported “sometimes” or “often” to use of school library for these purposes:								
	Assign-ments	In-school projects	Home-work	Research papers	Leisure reading	To read magazines or news-papers	To read books for fun	Interests outside of school	Internet access
Total	0.76	0.79	0.62	0.76	0.41	0.46	0.46	0.48	0.78
Sex									
Male	0.96	0.95	0.72	0.96	0.57	0.60	0.57	0.67	0.93
Female	0.90	0.96	0.83	0.87	0.56	0.62	0.64	0.60	0.95
Race/ethnicity									
American Indian/Alaska Native, non-Hispanic	6.49	6.24	4.77	6.07	4.09	4.96	4.65	4.81	5.17
Asian, Hawaii/Pacific Islander, non-Hispanic	2.22	2.35	1.66	2.12	1.41	1.63	1.50	1.28	1.89
Black or African-American, non-Hispanic	1.64	1.73	1.39	1.79	1.17	1.49	1.38	1.41	1.68
Hispanic	1.51	1.59	1.53	1.71	1.03	1.03	1.21	1.26	1.57
Multiracial, non-Hispanic	2.43	2.59	1.96	2.71	2.20	1.96	2.11	2.03	2.57
White, non-Hispanic	0.95	1.01	0.80	0.96	0.50	0.57	0.50	0.57	1.04
Socioeconomic status									
Lowest quartile	1.19	1.29	1.08	1.24	0.83	0.88	0.93	0.95	1.23
Middle two quartiles	0.94	0.93	0.71	0.94	0.52	0.62	0.58	0.63	0.94
Highest quartile	1.21	1.25	1.11	1.26	0.72	0.75	0.73	0.78	1.25
Composite achievement test score in grade 10									
Lowest quartile	1.14	1.20	1.12	1.30	0.87	0.94	1.06	1.04	1.22
Middle two quartiles	0.89	0.95	0.79	0.92	0.56	0.63	0.56	0.64	0.97
Highest quartile	1.25	1.23	1.03	1.30	0.67	0.68	0.72	0.74	1.25
School sector									
Public	0.80	0.83	0.65	0.81	0.44	0.49	0.50	0.51	0.83
Catholic	2.65	2.76	2.02	2.69	1.12	1.25	0.78	1.38	2.74
Other private	4.10	3.93	2.75	3.67	1.58	1.83	1.61	1.75	3.98
School urbanicity									
Urban	1.47	1.53	1.12	1.45	0.73	0.80	0.85	0.88	1.37
Suburban	1.03	1.10	0.85	1.09	0.58	0.62	0.66	0.65	1.13
Rural	1.76	1.70	1.47	1.58	0.92	1.22	0.99	1.17	1.79
School region									
Northeast	1.95	2.11	1.76	2.22	1.09	1.09	1.08	1.03	2.27
Midwest	1.45	1.51	1.27	1.34	0.82	1.09	0.92	0.96	1.60
South	1.16	1.24	0.84	1.11	0.60	0.73	0.77	0.77	1.18
West	1.70	1.69	1.35	1.72	0.90	0.87	1.02	1.13	1.45

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), “Base Year, Student Survey, 2002.”

Table B-19. Standard errors for Table 19: Percent distribution of student attitudes about reported usefulness of school library reference materials in helping with class assignments and research, for students whose schools have library media centers, by selected student characteristics: 2002

Student characteristic	How useful are school library reference materials			
	Very useful	Useful	Not useful	Don't use the school library
Total	0.53	0.55	0.29	0.43
Sex				
Male	0.66	0.78	0.44	0.55
Female	0.70	0.76	0.33	0.55
Race/ethnicity				
American Indian/ Alaska Native, non-Hispanic	5.71	5.93	3.22	4.03
Asian, Hawaii/Pacific Islander, non-Hispanic	1.36	1.87	1.07	1.54
Black or African-American, non-Hispanic	1.41	1.41	0.63	1.28
Hispanic	1.24	1.35	0.58	0.95
Multiracial, non-Hispanic	1.95	2.33	1.14	1.46
White, non-Hispanic	0.69	0.71	0.39	0.51
Socioeconomic status				
Lowest quartile	0.89	0.98	0.46	0.77
Middle two quartiles	0.70	0.75	0.41	0.53
Highest quartile	0.97	1.01	0.56	0.78
Composite achievement test score in grade 10				
Lowest quartile	0.93	1.08	0.57	0.76
Middle two quartiles	0.68	0.71	0.35	0.55
Highest quartile	0.93	1.02	0.58	0.75
School sector				
Public	0.56	0.58	0.31	0.45
Catholic	1.61	1.51	0.81	1.48
Other private	3.30	2.37	1.32	1.85
School urbanicity				
Urban	1.06	1.05	0.49	0.92
Suburban	0.68	0.75	0.41	0.60
Rural	1.26	1.24	0.66	0.67
School region				
Northeast	1.34	1.28	0.66	1.13
Midwest	1.16	1.10	0.71	0.92
South	0.90	0.93	0.41	0.64
West	0.90	1.16	0.58	0.87

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Student Survey, 2002."

Table B-20. Standard errors for Table 20: Percent of students who reported “very helpful” or “helpful” for questions about helpfulness of library staff with various tasks, for students whose schools have library media centers, by selected student characteristics: 2002

Student characteristic	Percent of students who reported “very helpful” or “helpful” to questions regarding helpfulness of library staff with various tasks:		
	Finding research resources (books, magazines, newspaper articles) on a research topic	Using online databases or CD-ROMs for research	Using the Internet for research
Total	0.57	0.71	0.66
Sex			
Male	0.74	0.90	0.82
Female	0.69	0.82	0.80
Race/ethnicity			
American Indian/Alaska Native, non-Hispanic	4.81	6.88	8.51
Asian, Hawaii/Pacific Islander, non-Hispanic	1.96	2.23	2.42
Black or African-American, non-Hispanic	1.44	1.70	1.65
Hispanic	1.28	1.45	1.45
Multiracial, non-Hispanic	1.83	2.25	2.18
White, non-Hispanic	0.68	0.87	0.81
Socioeconomic status			
Lowest quartile	1.05	1.20	1.18
Middle two quartiles	0.73	0.89	0.81
Highest quartile	1.02	1.17	1.07
Composite achievement test score in grade 10			
Lowest quartile	0.92	1.11	1.01
Middle two quartiles	0.74	0.87	0.84
Highest quartile	0.96	1.17	1.14
School sector			
Public	0.60	0.75	0.70
Catholic	2.02	2.11	2.01
Other private	2.82	4.03	3.61
School urbanicity			
Urban	1.06	1.30	1.17
Suburban	0.81	1.00	0.92
Rural	1.25	1.63	1.62
School region			
Northeast	1.36	1.69	1.62
Midwest	1.21	1.45	1.28
South	0.95	1.16	1.10
West	1.14	1.57	1.46

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), “Base Year, Student Survey, 2000.

Appendix C: ELS:2002 Library Media Center Questionnaire

This questionnaire (and other ELS:2002 questionnaires) is available on the NCES website at <http://www.nces.ed.gov/surveys/els2002/questionnaires.asp>