



Powerful
LIBRARIES *Make* **Powerful**
The Illinois
Study **LEARNERS**

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Powerful Libraries Make Powerful Learners: The Illinois Study

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This study was funded by the Illinois School Library Media Association with additional funding from an FY 04 LSTA Grant from the Illinois State Library, Jesse White, Secretary of State and State Librarian, and a grant from the 21st Century Information Fluency project of the Illinois Mathematics and Science Academy. The study is endorsed by the Illinois State Board of Education.

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Acknowledgements

The support of many individuals and agencies has made this study possible. It began with the vision of the Illinois School Library Media Association Board of Directors who created the task forces to pursue the project. The names of the task force leaders and members who contributed to the development of the study appear in Appendix A. They gave countless hours providing thoughtful discussion and valuable input into the specific questions asked in Illinois. They will continue their work as they help school librarians use the results to implement *Linking for Learning, the Illinois School Library Media Guidelines*.

The Illinois State Library, a division of the Secretary of State's office, provided partial funding in the form of an LSTA grant for FY 04. In addition, the forward thinking of the 21st Century Information Fluency Project of the Illinois Mathematics and Science Academy offered many learning opportunities for school librarians to improve their programs and student learning in Illinois as well as financial support. The Illinois State Board of Education provided the test data that was used in this study. The Illinois Library System Directors' Organization and the youth and school consultants at the regional library systems helped promote participation in the study and are anxious to help in the dissemination and use of its results.

Finally, every individual who completed a survey is to be commended for their honesty and courage. Their stories give valuable examples of best practice. With the information contained in this study, the Illinois School Library Media Association will now move forward with both empirical and anecdotal evidence that shows the relationship between quality school library media programs and student achievement in Illinois.

Leslie Forsman, ISLMA President, 2003-2004

Lou Ann Jacobs, ISLMA President, 2004-2005

Becky Robinson, Illinois Study Task Force Chair, 2003-2005

Executive Summary

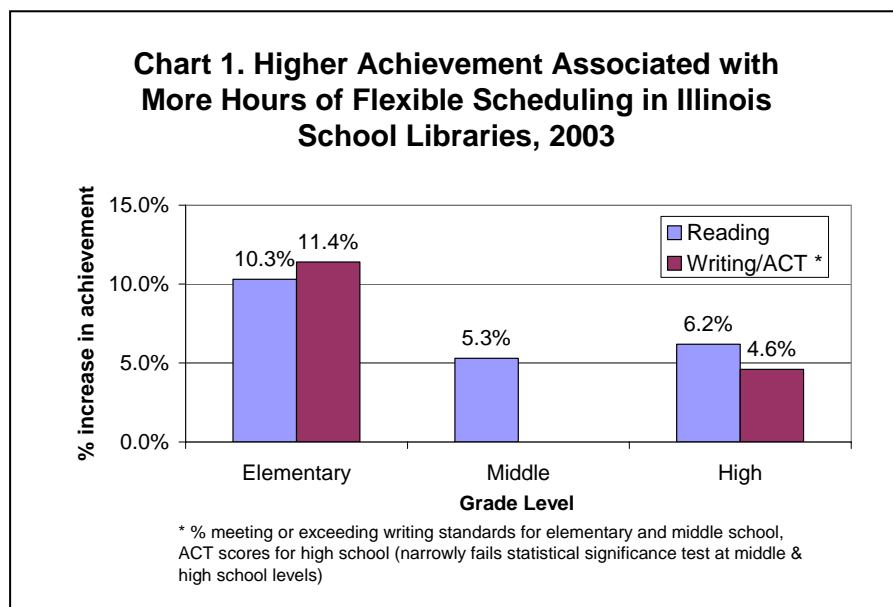
In Fall 2003, 657 Illinois schools representing all grade levels, enrollment ranges, and regions of the state participated in a voluntary survey of their school libraries. The survey gathered data on hours of operation, staff and their activities, the library's collection and educational technology, total library expenditures, and several types of library usage. Statistical analyses identified numerous positive and statistically significant relationships between various dimensions of school libraries and appropriate indicators of academic achievement (percentages of fifth- and eighth-graders meeting or exceeding ISAT reading and writing standards, percentage of eleventh-graders meeting or exceeding PSAE reading standards, and ACT scores for eleventh-graders). Where such relationships were found, test performance was compared for schools that were stronger and weaker on each library variable (i.e., median and above vs. below the median) to determine differences in achievement associated with stronger school library programs. Further analysis taking into account other school and community conditions—household income, per pupil spending, teacher-pupil ratio, and students' race/ethnicity—measured, to the extent possible, whether observed correlations might reflect cause-and-effect influences rather than spurious associations.

Flexible Scheduling

One of the hallmarks of a fully-realized school library program is flexible scheduling. For schools to benefit as much as possible from strong libraries, access to them needs to be as flexible as possible, enabling teachers and students to work with the librarian and other staff and to use the library as a classroom and a study space as needed. Participating schools reported how many hours per week are available for flexible scheduling. The typical responding middle and high schools offer 30 and 35 hours per week, respectively, for flexible scheduling. For the typical responding elementary school, only 16 such weekly hours are available.

Elementary schools with more flexibly scheduled libraries performed 10 percent better in reading and 11 percent better in writing on the ISAT tests of fifth-graders than schools with less flexibly scheduled libraries. Where high school libraries are more flexibly scheduled, more than six percent more eleventh-graders met or exceeded PSAE reading standards than their counterparts with less flexibly scheduled libraries. High schools with more flexibly scheduled libraries also had five percent higher ACT scores than schools with less flexibly scheduled libraries. (See Chart 1.)

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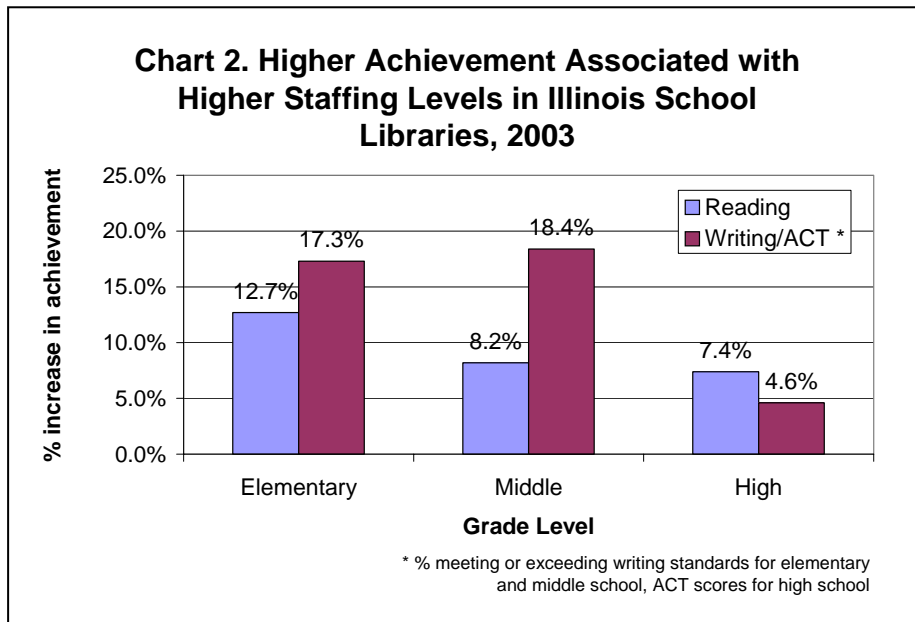


Flexible scheduling continues to exert a positive effect on test scores, regardless of per pupil spending, teacher-pupil ratio, or students' race/ethnicity. Only household income obscures its impact.

School Library Staff & Their Activities

The principal assets of a strong school library program are those who staff it—including both librarians and other staff. Typical elementary, middle, and high schools responding to the survey report 42, 49, and 70 hours per week of total library staffing, respectively. (Median weekly hours for librarians rise by grade level from 30 at the elementary level to 40 at high school level.) Higher library staffing levels are linked to higher reading performance for elementary, middle, and high schools (increases of almost 13 percent, over eight percent, and more than seven percent, respectively). At elementary and middle school levels, the positive relationship between better-staffed libraries and writing performance is even stronger (increases of more than 17 and 18 percent, respectively). At the high school level, better-staffed libraries help to increase their schools' average ACT scores by almost five percent over schools with more poorly-staffed libraries. (See Chart 2.)

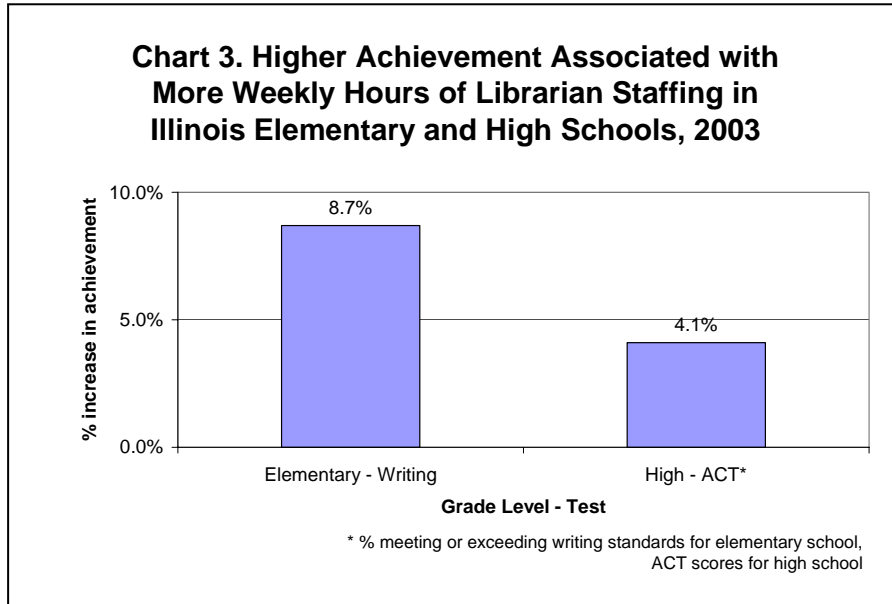
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The influence of library staffing on fifth-grade ISAT performance (reading and writing) persists, regardless of per pupil spending, teacher-pupil ratio, or students' race/ethnicity. Its influence on eighth-grade ISAT writing performance, eleventh-grade PSAE writing performance, and eleventh-grade ACT scores also continues, despite household income.

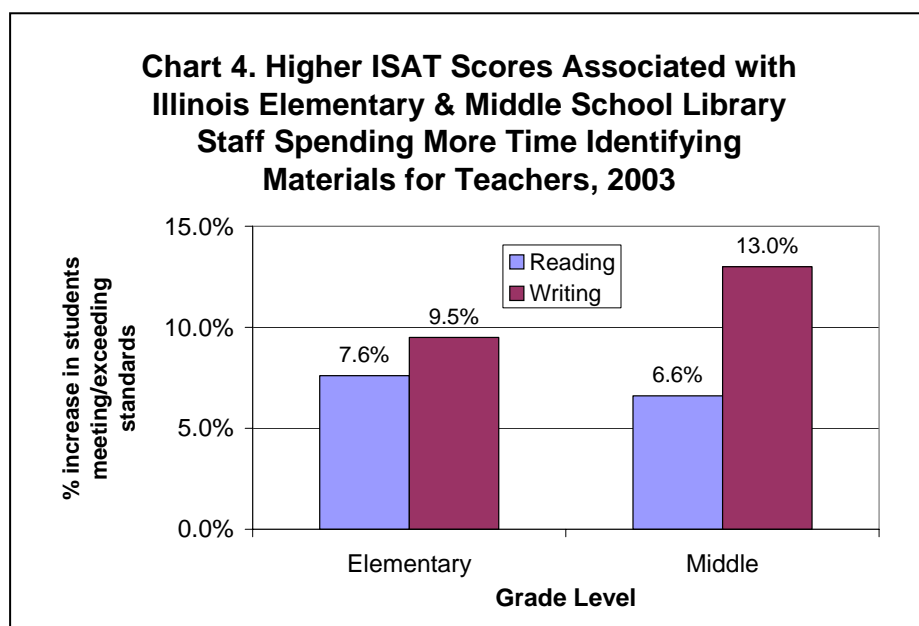
The impact of school librarians on the academic achievement of their students often depends on the support of other library staff; but, in two cases, it appears that the librarian's hours alone have a positive influence. Fifth-grade ISAT writing performance averages almost nine percent higher and eleventh-grade ACT scores average more than four percent higher in schools where librarians are on duty more hours per week, regardless of the presence or absence of other library staff. (See Chart 3.)

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The relationships between librarian staffing and achievement remain, even when the effect of household income, per pupil spending, teacher-pupil ratio, or students' race/ethnicity is taken into account.

Library staff—and librarians in particular—engage in specific activities that are associated with higher levels of student test performance. At elementary and middle schools, one of the most common and effective strategies is identifying materials for teachers. School librarians are instructional consultants from whom classroom teachers can learn of more numerous, more authoritative, and more current books, articles, and databases than they would ever find on their own. While elementary and middle school library staff typically spend only two or three hours per week helping to improve instruction in this way, it appears to be making a difference in reading performance at those grade levels (increases of almost eight and seven percent, respectively). The payoff of this type of librarian-teacher cooperation is more students meeting or exceeding ISAT writing standards at those grade levels (almost 10 and 13 percent, respectively.) (See Chart 4.)

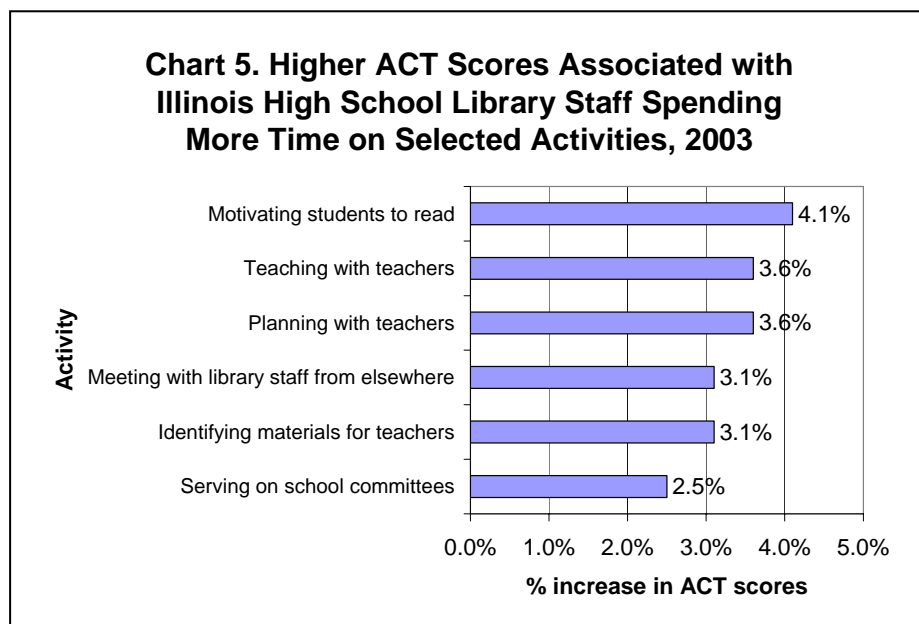


The links between the time library staff spends identifying materials for teachers and fifth-grade ISAT reading performance and eighth-grade ISAT reading and writing performance cannot be explained away by per pupil spending, teacher-pupil ratio, or students' race/ethnicity. Its links to eighth-grade ISAT writing performance and eleventh-grade ACT scores also persist despite those school and community conditions as well as household income.

The wider spectrum of activities involved in true collaboration between school librarians and classroom teachers demonstrates an impact at the high school level, particularly through the links between those activities and eleventh-grade ACT scores. On a weekly basis, at the typical responding high school, library staff spends:

- three hours identifying materials for teachers,
- two hours planning with teachers,
- one hour motivating students to read,
- one hour teaching with teachers,
- almost an hour serving on school committees, and
- half an hour meeting with library staff from another school or district.

When library staff spends more time on these activities, ACT scores increase an average of three to four percent over the scores for schools with less collaborative library staff. (See Chart 5.)



Time spent on each of these activities by library staff exerts a positive impact on ACT scores, regardless of household income, per pupil spending, teacher-pupil ratio, or students' race/ethnicity.

School Library Collections & Educational Technology

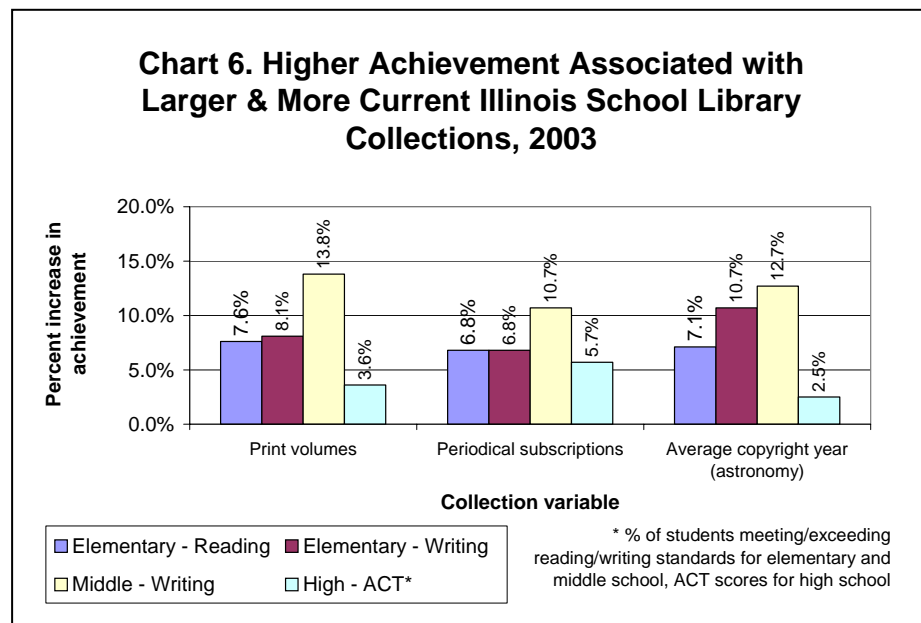
School libraries contribute two types of information resources to teaching and learning by school libraries: traditional print collections, such as books and periodicals, and non-print resources, such as databases accessed via the Internet. The latter category includes both free content on the World Wide Web and licensed databases to which the library must subscribe for a fee. Both types of resources exhibited persistent, positive influences on students' test scores.

The size of the typical school's book collection varies by grade level: 9,000 for elementary schools, over 8,700 for middle schools, and over 11,500 for high schools. Schools with more volumes in their libraries average higher scores than schools with smaller book collections. From schools with smaller to larger collections, fifth-grade ISAT reading and writing scores increase by about eight percent; eighth-grade ISAT writing scores, by almost 14 percent; and eleventh-grade ACT scores, by almost four percent.

Grade level also affects the size of the typical school's periodical collection. Typically, elementary schools have a dozen subscriptions, middle schools, 18 subscriptions, and high schools, 39 subscriptions. The achievement

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increases associated with larger periodical collections are only slightly lower than those associated with larger book collections at elementary and middle school levels (seven and 11 percent, respectively) and slightly higher at the high school level (almost six percent). (See Chart 6.)



The links between the various achievement measures and both book and periodical collection size persists, regardless of per pupil spending, teacher-pupil ratio, or students' race/ethnicity. The relationships between book collection size and both eighth-grade ISAT writing scores and eleventh-grade ACT scores remains, even when household income is also controlled. Similarly, the relationships between periodical collection size and eleventh-grade PSAT reading and ACT scores continue, even when household income is taken into account.

As important as it is for school libraries to have larger print collections, the currency of the materials in those collections is also important. As an indicator of currency, responding libraries reported the average copyright year for materials on astronomy. This copyright year averages 1990 for elementary schools, 1989 for middle schools, and 1983 for high schools. Schools with newer collections average:

- almost 13 percent higher eighth-grade writing scores,
- almost 11 percent higher fifth-grade writing scores,
- more than seven percent higher fifth-grade reading scores, and
- almost three percent higher ACT scores. (Return to Chart 6.)

The links between this collection age measure and fifth-grade writing, eighth-grade reading, and eleventh-grade ACT scores remain when each of

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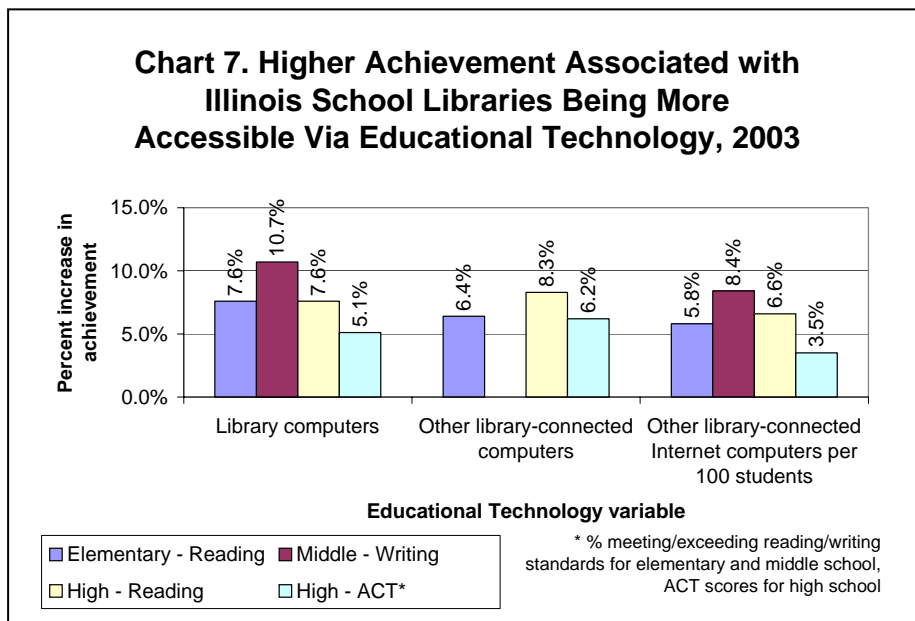
the selected school and community conditions is controlled. Only household income obscures the link between collection age and fifth-grade reading scores.

More and more of the information-seeking activity occurring in school libraries involves computers rather than books or magazines. But, today's school library program is not limited to what occurs within the walls of the school library. Both computers available in the library and other school computers connected to library resources (e.g., the library catalog, the Internet, licensed databases) play important roles in the school library program. The numbers of such computers typically reported by responding schools varied by grade level:

- 9 library computers and 45 other library-connected computers for an elementary school,
- 13 library computers and 60 other library-connected computers for a middle school, and
- 26 library computers and 125 other library-connected computers for a high school.

At every grade level, schools with more library and library-connected computers—particularly, in the latter case, Internet computers relative to the school's enrollment—average higher test scores. The presence of more library computers is associated with percentage increases of:

- 8 percent for fifth- and eighth-grade ISAT reading performance,
- almost 11 percent for eighth-grade ISAT writing performance, and
- just over 5 percent for eleventh-grade ACT scores. (See Chart 7.)



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The association of library computers with fifth- and eighth-grade ISAT reading and writing achievement endures, despite per pupil spending, teacher-pupil ratio, or students' race/ethnicity. The link between library computers and fifth-grade reading performance is similarly persistent. Only household income obscures these relationships. The correlation between other library-connected computers and ACT scores remains when any of the four control variables is taken into account.

School Library Expenditures

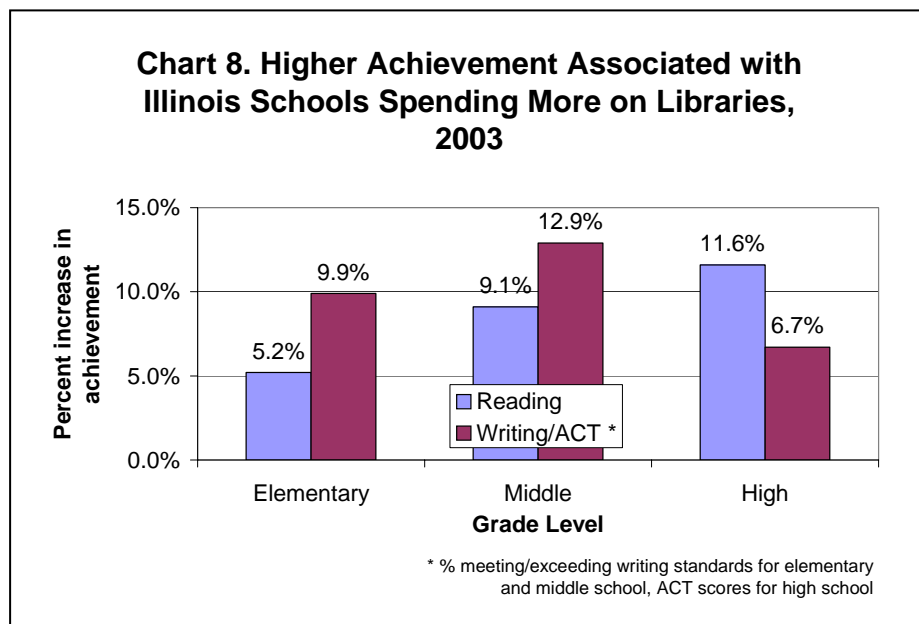
Spending on school libraries usually covers the cost of items in a variety of formats for the collection—books, periodicals, audio and video materials—as well as costs associated with electronic information—especially licensed databases. In addition, the day-to-day costs of operating a library must be covered by these dollars. Typically, in 2003, respondents reported total library spending of \$4,500 for an elementary school, \$6,250 for a middle school, and \$10,255 for a high school.

School library spending demonstrates a cumulative impact on students' reading achievement. Elementary schools that spent more than these amounts on their libraries have five percent higher reading performance than schools that invested less in their libraries. This difference is larger for middle schools (more than nine percent) and larger still for high schools (almost 12 percent).

Between the elementary and middle school levels, there was a similar increase in the strength of the relationship between library spending and writing performance. Elementary schools that spend more on their libraries average almost 10 percent higher writing performance, and middle schools that invest more in their libraries average almost 13 percent higher writing levels.

At the high school level, ACT scores average almost seven percent higher for schools than spend more on their libraries compared to those that spent less. (See Chart 8.)

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Just as test performance associated with library spending increases from one grade level to the next, so does the independence of this effect from other school and community conditions. For elementary schools, the relationships between library spending and ISAT reading and writing performance are obscured by the control variables. For middle schools, those relationships remained when per pupil spending, teacher-pupil ratio, or students' race/ethnicity is taken into account. For high schools, the relationships between library spending and both measures of achievement persist, despite household income and the other three control variables.

School Library Usage

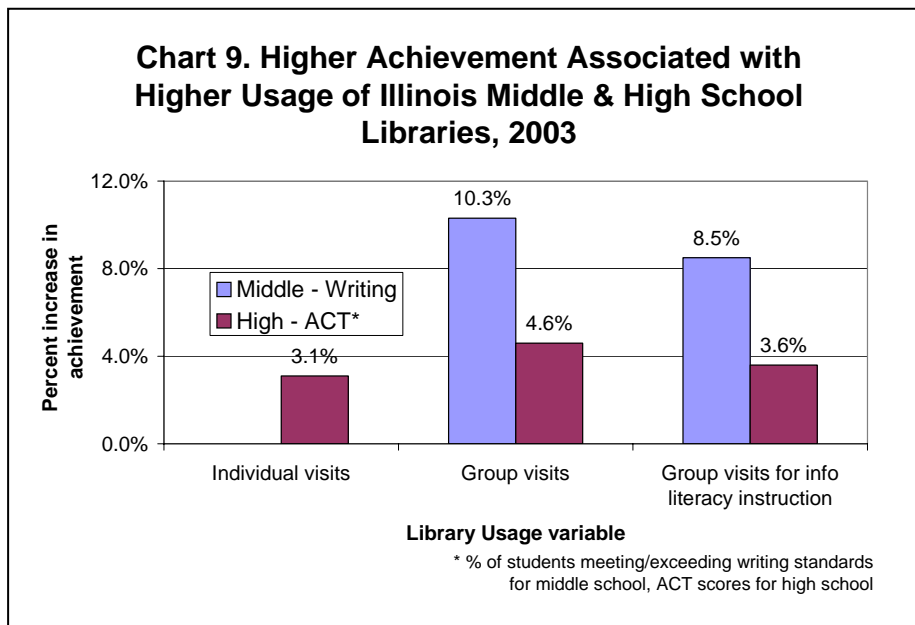
An important measure of elementary school library usage is circulation—the number of books and other items checked out to students. The typical responding elementary school library reports over 570 loans per week. Elementary schools whose libraries report higher circulation rates average more than six percent higher ISAT reading performance and almost 11 percent higher ISAT writing performance for fifth-graders. The link between circulation and reading scores continues when controlling for per pupil spending or teacher-pupil ratio, but is obscured by household income and students' race/ethnicity. The relationship between circulation and writing scores endures when controlling for each of the school and community variables, except household income.

For middle and high schools, indicators of various types of library visits are persistently and positively related to certain achievement measures.

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Typically, responding middle school libraries report 18 group visits per week, eight of which are for information literacy instruction, and responding high schools report 16 weekly group visits, 10 of which are for information literacy instruction.

For middle schools that have more group visits, and especially more group visits for information literacy instruction, eighth-grade ISAT writing performance averages more than 10 and almost nine percent, respectively, better than for schools with libraries visited less often. For high schools that average more individual and group visits as well as more group visits for information literacy instruction, eleventh-grade ACT score gains averaged three to five percent over schools with less frequently visited libraries. (See Chart 9.)



The associations of group visits and group visits for information literacy instruction with achievement remain, regardless of household income, per pupil spending, teacher-pupil ratio, or students' race/ethnicity. Likewise, none of the control variables explains away the impact on ACT scores of individual visits, group visits, or group visits for information literacy instruction.

Summary & Recommendations

The evidence produced by this study indicates that Illinois school libraries contribute measurably to the academic achievement of students, as reflected by their test scores. At all grade levels, test scores tend to be higher:

- where access to school libraries is more flexibly scheduled,
- where school libraries are staffed more fully,
- where school librarians spend more time collaborating with classroom teachers,
- where larger collections are available,
- where educational technology is more widely available to augment the local collection and, generally, to extend access to online resources into the classroom,
- where school libraries are better funded, and
- where students use school libraries, both individually and in groups, to learn and practice the information literacy skills they will need to excel on tests and as lifelong learners.

These links between high-quality school library programs and academic achievement cannot be explained away as mere artifacts of community socio-economic factors (i.e., household income, race/ethnicity) or certain key school conditions (per pupil spending, teacher-pupil ratio). Indeed, sometimes, taking these contextual variables into account reveals a greater impact by school libraries or librarians that was previously masked by those other variables. In short, the findings of this study and its predecessors support the belief that powerful libraries—and librarians—do, indeed, make powerful learners.

Several recommendations for action relating to Illinois school libraries are offered on the basis of this study's findings:

- **Access to school libraries should be scheduled as flexibly as possible.** Local conditions sometimes limit the extent to which flexible scheduling can be adopted. Vested interests in existing schedules sometimes make it difficult to make such changes. But, the evidence supports a policy of flexible scheduling to maximize the benefits to students and teachers of school library programs.
- **A high-quality school library, at any grade level, requires at least one librarian plus support staff.** It is through collaboration with classroom teachers that school librarians affect the academic achievement of students. It is when visiting school libraries that students benefit from their usage. For both of these sets of activities to occur, both types of library staff are needed.
- **Computers that provide access to library resources—both in the library or elsewhere in the school—should be available to facilitate**

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student performance. When library and educational technology programs are coordinated, library resources can be available to students and teachers when and where the resources are needed. Computers outside the library, but connected to library resources, extend the reach of the library program beyond its own walls. At the same time, the results of this study suggest that print collections of books and periodicals remain important resources, and that their currency is especially important.

- **School libraries should be funded to maintain their traditional collections as well as to expand their reach beyond the library's walls via educational technology.** School libraries must purchase and continue to purchase the information resources required to support instruction in their schools, whether it is available in print or online.
- **Last, but not least, students achieve academically when their visits to libraries bring them into contact with librarians as teachers and co-teachers.** Clearly, visits to libraries impact academic achievement most when libraries are being used as classrooms, study spaces, training facilities, and research centers. School libraries and librarians should not merely support instruction in their schools; they should be integral to it.

Introduction

In recent years, many school districts and individual schools in Illinois have had to deal with dramatic budget cuts that challenge their ability to fulfill their missions. During the same period, there have been persistent calls for increased accountability for spending of tax dollars and stronger evidence of the outcomes generated by that public investment. As the competition for resources has increased in public education, and as students and teachers alike have come to rely on the Internet and the World Wide Web, school libraries have been subjected to a new level of critical scrutiny regarding their relevance and impact in today's world.

As part of its mission, the Illinois School Library Media Association has several goals. These goals include: promoting the value of library media programs and their staff, developing school library media personnel, ensuring that students have access to information in a variety of formats, initiating and sustaining collaboration between librarians and teachers to integrate information literacy into the curriculum, and generally improving the quality of Illinois school library media programs.

Many otherwise knowledgeable advocates for school libraries date research about their impact on academic achievement from the 1993 publication of the first Colorado study, **The Impact of School Library Media Centers on Academic Achievement**. In fact, that study merely initiated the latest wave of studies on this topic. Research about the impact of school libraries has been conducted more or less continuously since at least 1963. This report begins with a review of those studies, summarizing the incremental, cumulative evidence they provide about the impact of school libraries.

The contribution to this literature of the first Colorado study was to establish that school libraries and librarians have a measurable impact on test scores that cannot be explained away by other powerful school and community conditions. Since 2000, a remarkable series of studies conducted by at least six different teams of researchers has used similar methodologies to update and refine the 1993 findings in diverse states throughout the nation. The states involved have included: Alaska, Colorado, Florida, Iowa, Massachusetts, Michigan, Minnesota, Missouri, North Carolina, Oregon, Pennsylvania, and Texas. One of the refinements required was to utilize scores from the sort of high-stakes standards-based tests required by the No Child Left Behind Act. Another was to delineate in greater detail the specific activities of school librarians and their staff that impact such scores. A third challenge addressed by more recent research has been to take account of

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the ubiquitous presence of educational technology and its relationship to school library programs.

In Fall 2003, the Illinois School Library Media Association resolved to commission such a study in its state as a means of pursuing its goals in the prevailing political and economic climate. That said, no ISLMA representative participated in any way in the study's analysis or the drafting of this report, and the research team received no advance direction from any ISLMA representative regarding expectations of specific results.

At this writing, the Illinois study is the latest such study—and, for this research team, the last. The consistency of the findings of the landmark 1993 Colorado study with its predecessors as well as its successors (now including this one) indicates to them that such studies have been conducted enough. Political incentives may still exist that will encourage additional states to conduct such studies: decision-makers frequently want explicit evidence that research findings apply in their state and to their state's tests. But, from a research perspective, the verdict on these studies is in. While the conclusiveness of a particular finding on a specific issue might be questioned when examining a given one of these studies, their cumulative weight—added to the preceding generation of largely experimental studies—provides as much evidence regarding the value of school libraries as this approach can be expected to generate.

As in previous studies, a survey of Illinois school libraries, a variety of available data, and several statistical analysis techniques were employed to conduct this “bookend” study. After the findings of previous studies are presented, these building blocks of the present study are described in some detail.

The following chapter, which comprises the bulk of this report, presents the findings of the Illinois study. Results for each grade level—elementary, middle, and high school—are addressed separately. Within each grade level, potential library predictors of academic achievement are assessed in turn. Each predictor was first tested to determine if it demonstrated a linear relationship with test scores. Positive, statistically significant relationships discovered by this means are identified. Next, responding libraries are grouped based on whether they are above or below the median for selected library variables. In other words, responding schools are separated into stronger and weaker groups based on a library characteristic. Then, each group's average test scores were calculated and any differences found were tested for statistical significance. In order to move beyond mere correlation, the impact of each library variable was measured again, while controlling for selected other school and community conditions. Results reported from this final analysis were summarized in terms of whether or not the previously observed association of the library variable and a test score remains after

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the other conditions are taken into account. The persistence of relationships between library variables and test scores provides evidence that the relationships are likely to be cause-and-effect ones because they cannot be explained away by other conditions.

The final chapter identifies findings of this study that are consistent with previous research and presents recommendations for action based on them.

The appendices to this report include: a complete bibliography citing all of the studies referred to in the review of the literature, a list of the participating schools whose responses were a critical contribution to this study, a sample of the questionnaire they completed, the preliminary report delivered to the ISLMA Study Task Force, and a brochure on the study produced by another ISLMA committee.

Conclusion

The academic achievement of Illinois students is impacted positively by several dimensions of school library programs: hours of operation, staff and their activities, collection and educational technology, expenditures, and usage. (See Table 89.)

Hours of Operation

Flexible scheduling enables students to access information resources, both print and electronic, when they need to do so. It enables teachers to collaborate with their librarian colleagues in ways that are more seamless than would be the case otherwise. Scheduling school libraries flexibly permits librarians and their staff to support the teaching and learning environment in their schools as fully as possible. At all three grade levels, schools whose libraries have more weekly hours available for flexible scheduling tend to have more students who perform well on tests than schools with less flexibly scheduled libraries. For elementary and high schools, this relationship persists when per pupil spending, teacher-pupil ratio, and students' race/ethnicity are taken into account. The only exception to this pattern is high school reading scores.

Staff

The potential impact of a school library program depends almost entirely on the level at which it is staffed. At every grade level, test scores are higher for schools where there are more staff, including school librarians as well as library aides. At elementary and middle school levels, indicators of such staffing demonstrate this relationship, when per pupil spending, teacher-pupil ratio, and students' race/ethnicity are controlled. At the high school level, every staffing indicator registers an independent positive impact on test scores that persists despite household income and the other control variables.

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Table 1. Summary of Strongest* Library Predictors of Academic Achievement for Illinois Schools

	Elementary		Middle		High	
	ISAT Reading	ISAT Writing	ISAT Reading	ISAT Writing	PSAE Reading	ACT
Hours of Operation						
• Flexible scheduling	□	□	X	X		□
Staff						
• Number of librarians		X			■	■
• Weekly librarian hours	□	■			■	■
• Number of library staff	□	X	□		■	■
• Weekly library staff hours	□	□	X		■	■
Staff Activities (hours per week)						
• Identifying materials for teachers	□	□	□	■		■
• Planning with teachers						■
• Teaching with teachers					■	■
• Teaching info literacy skills ...						■
• Motivating students to read						■
• Meeting with library staff ...						■
• Serving on school committees						■
Collection						
• Print volumes	□	□	□	■	□	■
• Periodical subscriptions	□	□	□	□	■	■
• Average copyright year (astronomy)		■	■	□	□	■
Educational Technology						
• Library computers	□	□	□	□	X	X
• Other library-connected computers	□		X	X	■	■
Library Expenditures						
• Total library expenditures	X		□	□	■	■
Library Usage						
• Circulation		□				
• Individual visits				■	■	■
• Group visits				■		■
• --for info literacy instruction				■	■	■

* includes variables that predicted test scores when schools with stronger and weaker library programs were compared and when selected school and community conditions were taken into account individually.

■ indicates that the positive correlation between the library variable and the test score persists when controlled for each school/community variable: household income, per pupil expenditures, teacher-pupil ratio, and students' race/ethnicity.

□ indicates a positive correlation that persists when three out of four control variables are applied individually, usually per pupil expenditures, teacher-pupil ratio, and students' race/ethnicity.

X indicates a positive correlation that persists only when one or two of the four control variables are applied individually.

A blank cell indicates the absence of a statistically significant correlation when each of the control variables is taken into account.

Staff Activities

At the high school level, where school librarians are most likely to be present full-time and most likely to have library aides, they engage in a wide variety of activities that help to explain the link between their presence and better test scores. Among other things, they:

- identify materials for teachers,
- plan and teach cooperatively with teachers,
- teach information literacy skills to students,
- motivate students to read,
- meet with library colleagues from other schools and districts, and
- serve on their own schools' committees.

The more time school librarians spend engaged in such activities, the higher their students' test scores. Through these activities, librarians serve as teachers to students and instructional design consultants to and co-teachers with classroom teachers. At that school level, each of these activities is linked with ACT scores, and teaching cooperatively with teachers is linked with state reading scores, regardless of other school and community conditions.

At the elementary and middle school levels, the presence of full-time librarians and aides is less likely to be found; but, even when library staffing is limited, librarians at those levels still manage to impact test scores by identifying materials for teachers. At the middle school level, this activity has positive effects on writing scores, regardless of all control variables, and on reading, regardless of all control variables except household income.

Collection

Despite the increasing reliance of students and teachers on Internet resources, traditional library collections—particularly books and periodicals—continue to play an important role in promoting academic achievement. For that reason, the currency of those print resources is especially important. At every grade level, schools with larger library collections tend to perform better on achievement tests. At middle and high school levels, the impact of collection size persists when each of the school and community conditions is taken into account. At the elementary level, only household income obscures this impact. At every grade level, one of two achievement measures tends to be higher for schools with more up-to-date library collections (e.g., astronomy).

Educational Technology

Increasingly, school library programs are being enriched by the availability of online information. While there is a great deal of information on the free Web, more and more of the information worth obtaining via the Internet comes via licensed databases. Because, students and teachers require access to computers to use these resources, it is important that there be both computers in the library and library-connected computers elsewhere in the school. Computers in the latter category are ones that provide access to the library's catalog and licensed databases as well as basic Internet access. Schools that provide more such access than others are likelier to be rewarded with higher test scores for their students. At the high school level, the contribution of this type of ready access to electronic information to student performance is not explained away by household income, per pupil spending, teacher-pupil ratio, or students' race/ethnicity. At elementary and middle school levels, the contribution to student performance of library computers is obscured only by household income.

Library Expenditures

At every grade level, test scores tend to rise with the dollars spent on school libraries. The independence of this effect from other school and community conditions grows as students progress from one grade level to another. The control variables obscure this relationship in elementary schools. For middle schools, it is sustained despite all control variables except household income. And, for high schools, none of the other school or community conditions considered in this study can explain away this relationship.

Library Usage

Students at different grade levels use their school libraries in different ways. In elementary schools, circulation of library books and other materials is the library usage indicator that exerts an independent effect on test scores, particularly those for writing. This effect exists, regardless of per pupil spending, teacher-pupil ratio, or students' race/ethnicity. Only household income obscures it.

At middle and high school levels, it is more likely that test scores will be higher where students visit the library more in groups, especially to learn information literacy skills, and where they return to the library more often

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on their own to practice those skills. The positive influence of such activities on students' scores continues when each of the control variables is taken into account.

Comparison of Highest- & Lowest-Scoring Schools

Throughout this report, the impact of school library programs and school librarians on test performance has been analyzed employing data for over 650 Illinois schools. In the course of the analyses reported herein, the median, or 50th percentile, was reported for all of the key library variables at each grade level. But, this is a rather crude measure by which to judge the adequacy of any given school's library resources.

Another perspective is provided by the following tables. Based on cases extracted from the larger respondent group, they summarize library data for schools with the 25 highest and the 25 lowest achievement scores at each grade level. What an examination of these tables reveals is that, on a great many library measures, the highest-scoring schools often have two to three times as much to work with as the lowest-scoring schools.

For each grade level, there are two tables. For every grade level, the first table is based on reading scores. For elementary and middle schools, the second table is based on writing scores; and, for high schools, on ACT scores. These tables are intended as a postscript to illustrate the often extreme differences between libraries for the responding schools that scored highest and lowest on Illinois achievement tests. No other statistical analyses were conducted using these data alone. (See Tables 90 through 95.)

Summary & Recommendations

The evidence produced by this study indicates that Illinois school libraries contribute measurably to the academic achievement of students, as reflected by their test scores. At all grade levels, test scores tend to be higher:

- where access to school libraries is more flexibly scheduled,
- where school libraries are staffed more fully,
- school librarians spend more time collaborating with classroom teachers,
- where larger collections are available,
- where educational technology is more widely available to augment the local collection and, generally, to extend access to online resources into the classroom,

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- where school libraries are better funded, and
- where students use school libraries, both individually and in groups, to learn and practice the information literacy skills they will need to excel on tests and as lifelong learners.

These links between high-quality school library programs and academic achievement cannot be explained away as mere artifacts of community socio-economic factors (i.e., household income, race/ethnicity) or certain key school conditions (per pupil spending, teacher-pupil ratio). Indeed, sometimes, taking these contextual variables into account reveals a greater impact by school libraries or librarians that was previously masked by those other variables. In short, the findings of this study and its predecessors support the belief that powerful libraries—and librarians—do, indeed, make powerful learners.

Several recommendations for action relating to Illinois school libraries are offered on the basis of this study's findings:

- **Access to school libraries should be scheduled as flexibly as possible.** Local conditions sometimes limit the extent to which flexible scheduling can be adopted. Vested interests in existing schedules sometimes make it difficult to make such changes. But, the evidence supports a policy of flexible scheduling to maximize the benefits to students and teachers of school library programs.
- **A high-quality school library, at any grade level, requires at least one librarian plus support staff.** It is through collaboration with classroom teachers that school librarians affect the academic achievement of students. It is when visiting school libraries that students benefit from their usage. For both of these sets of activities to occur, both types of library staff are needed.
- **Computers that provide access to library resources—both in the library or elsewhere in the school—should be available to facilitate student performance.** When library and educational technology programs are coordinated, library resources can be available to students and teachers when and where the resources are needed. Computers outside the library, but connected to library resources, extend the reach of the library program beyond its own walls. At the same time, the results of this study suggest that print collections of books and periodicals remain important resources, and that their currency is especially important.
- **School libraries should be funded to maintain their traditional collections as well as to expand their reach beyond the library's walls via educational technology.** School libraries must purchase and

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continue to purchase the information resources required to support instruction in their schools, whether it is available in print or online.

- **Last, but not least, students achieve academically when their visits to libraries bring them into contact with librarians as teachers and co-teachers.** Clearly, visits to libraries impact academic achievement most when libraries are being used as classrooms, study spaces, training facilities, and research centers. School libraries and librarians should not merely support instruction in their schools; they should be integral to it.

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Table 90. Comparison of Library Variables for Illinois Elementary Schools With 25 Highest & Lowest 5th Grade ISAT Reading Scores, 2003

	Mean for Schools with 25 Highest Scores	Mean for Schools with 25 Lowest Scores	Change*	Percent change
5th Grade ISAT Reading Score (mean percentage of students meeting or exceeding standards)	90.7	35.6	55.1	154.8
Library Variable				
Hours of Operation:				
During school	34.6	29.5	5.1	17.3
Before school	3.4	2.1	1.3	61.9
After school	2.6	1.8	0.8	44.4
Available for flexible scheduling	22.3	7.6	14.7	193.4
Staffing:				
Number of librarians	0.8	0.8	0	0
Weekly librarian hours	28.8	21.3	7.5	35.2
Weekly librarian hours per 100 students	6.3	5.0	1.3	26.0
Number of library staff (includes librarians)	2.3	1.3	1.0	76.9
Weekly library staff hours	71.9	37.8	34.1	90.2
Weekly library staff hours per 100 students	16.8	9.4	7.4	78.7
Staff Activities:				
Identifying materials for teachers	5.0	2.4	2.6	108.3
Planning with teachers	3.4	1.2	2.2	183.3
Teaching with teachers	3.7	2.7	1.0	37.0
Teaching information literacy to students	9.3	6.6	2.7	40.9
Providing in-service training to teachers	2.5	1.0	1.5	150.0
Motivating students to read	7.2	3.9	3.3	84.6
Managing collection development	5.6	4.0	1.4	35.0
Managing computer network	8.6	2.4	6.2	258.3
Meeting with library staff from elsewhere	1.5	0.6	0.9	150.0
Meeting with the principal	1.1	0.6	0.5	83.3
Serving on school committees	0.9	0.7	0.2	28.6
Collection:				
Print volumes	11,648	9,672	1,976	20.4
Print volumes per student	26.8	22.3	4.5	20.2
Periodical subscriptions	19.9	10.4	9.5	91.3
Periodical subscriptions per 100 students	4.6	3.2	1.4	43.8
Audio materials	174.3	67.8	106.5	157.1
Video materials	469.7	220.8	248.9	112.7
A	1	1		
A				
v	1	1		
Educational Technology:	9	9		
Library computers	31.5	16.0	15.5	96.9
Library computers per 100 students	6.1	4.5	1.6	35.6
Other library-connected computers	77.6	29.9	47.7	159.5
Other library-connected computers per 100 students	16.3	5.6	10.7	191.1
Library Expenditures:				
Total library expenditures	\$10,882	\$4,640	\$6,242	134.5
Total library expenditures per student	\$20.71	\$12.35	\$8.36	67.7

* Change is the difference between the 25 highest- and 25 lowest-scoring groups, which is obtained by subtracting the latter figure from the former. Percent change is calculated by dividing the 25 highest-scoring figure by the 25 lowest-scoring figure and subtracting 1, then multiplying by 100. Example: $90.7/35.6=2.548$. (This indicates that 90.7 is 2.548 times 35.6.) $2.548-1=1.548$. $1.548 \times 100=154.8$. Thus, it may be stated that 90.7 is 154.8% more than 35.6.

Note: Some fields are shaded where data would not be meaningful.

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	Mean for Schools with 25 Highest Scores	Mean for Schools with 25 Lowest Scores	Change	Percent Change
Library Usage:				
Circulation	820.8	623.9	196.9	31.6
Circulation per student	1.8	1.3	0.5	38.5
Individual visits	203.6	172.4	31.2	18.1
Individual visits per 100 students	49.7	38.3	11.4	29.8
Individual visits for info literacy instruction	69.4	62.9	6.5	10.3
Individual info literacy visits per 100 students	19.1	14.1	5.0	35.5
Group visits	26.0	26.3	- 0.3	- 1.1
Group visits for info literacy instruction	12.2	16.8	- 4.6	- 27.4
Group info literacy visits per 100 students	3.0	3.4	- 0.4	- 11.8

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Table 91. Comparison of Library Variables for Illinois Elementary Schools With 25 Highest & Lowest 5th Grade ISAT Writing Scores, 2003

	Mean for Schools with 25 Highest Scores	Mean for Schools with 25 Lowest Scores	Change	Percent Change
5th Grade ISAT Reading Score (mean percentage of students meeting or exceeding standards)	94.9	32.6	62.3	191.1
Library Variable				
Hours of Operation:				
During school	33.2	29.9	3.3	11.0
Before school	2.0	1.1	0.9	81.8
After school	2.2	1.4	0.8	57.1
Available for flexible scheduling	22.9	10.1	12.8	126.7
Staffing:				
Number of librarians	0.9	0.6	0.3	50.0
Weekly librarian hours	31.4	16.4	15.0	91.5
Weekly librarian hours per 100 students	7.1	3.8	3.3	86.8
Number of library staff (includes librarians)	2.1	1.2	0.9	75.0
Weekly library staff hours	62.2	35.5	26.7	75.2
Weekly library staff hours per 100 students	13.9	10.9	3.0	27.5
Staff Activities:				
Identifying materials for teachers	4.3	1.7	2.6	152.9
Planning with teachers	3.5	0.7	2.8	400.0
Teaching with teachers	4.6	1.2	3.4	283.3
Teaching information literacy to students	8.3	4.7	3.6	76.6
Providing in-service training to teachers	2.3	0.9	1.4	155.6
Motivating students to read	6.1	4.0	2.1	52.5
Managing collection development	4.8	3.7	1.1	29.7
Managing computer network	8.5	3.2	5.3	165.6
Meeting with library staff from elsewhere	1.2	0.8	0.4	50.0
Meeting with the principal	1.0	0.5	0.5	100.0
Serving on school committees	0.9	0.5	0.4	80.0
Collection:				
Print volumes	10,814	8,075	2,739	33.9
Print volumes per student	26.9	22.3	4.6	20.6
Periodical subscriptions	19.8	9.6	10.2	106.3
Periodical subscriptions per 100 students	4.7	3.1	1.6	51.6
Audio materials	178.6	40.2	138.4	344.3
Video materials	453.4	154.0	299.4	194.4
A	1	1		
A				
v	1	1		
Educational Technology:	9	9		
Library computers	35.8	15.8	20.0	126.6
Library computers per 100 students	7.8	4.4	3.4	77.3
Other library-connected computers	69.5	38.9	30.6	78.7
Other library-connected computers per 100 students	15.7	12.4	3.3	26.6
Library Expenditures:				
Total library expenditures	\$7,158	\$5,292	\$1,866	35.3
Total library expenditures per student	\$14.47	\$17.02	- \$2.55	- 15.0

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	Mean for Schools with 25 Highest Scores	Mean for Schools with 25 Lowest Scores	Change	Percent Change
Library Usage:				
Circulation	768.8	553.9	214.9	38.8
Circulation per student	1.9	1.5	0.4	26.7
Individual visits	251.4	145.7	105.7	72.5
Individual visits per 100 students	54.6	41.4	13.2	31.9
Individual visits for info literacy instruction	66.8	50.0	16.8	33.6
Individual info literacy visits per 100 students	14.4	13.5	0.9	6.7
Group visits	22.4	20.2	2.2	10.9
Group visits for info literacy instruction	11.4	12.1	- 0.7	- 5.8
Group info literacy visits per 100 students	2.7	2.7	0	0

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Table 92. Comparison of Library Variables for Illinois Middle Schools With 25 Highest & Lowest 8th Grade ISAT Reading Scores, 2003

	Mean for Schools with 25 Highest Scores	Mean for Schools with 25 Lowest Scores	Change	Percent Change
8th Grade ISAT Reading Score (mean percentage of students meeting or exceeding standards)	89.9	41.2	48.7	118.2
Library Variable				
Hours of Operation:				
During school	34.9	32.3	2.6	8.0
Before school	1.9	2.1	- 0.2	- 9.5
After school	3.1	1.8	1.3	72.2
Available for flexible scheduling	28.6	15.6	13.0	83.3
Staffing:				
Number of librarians	0.9	0.8	0.1	12.5
Weekly librarian hours	31.3	26.9	4.4	16.4
Weekly librarian hours per 100 students	6.4	8.0	- 1.6	- 20.0
Number of library staff (includes librarians)	2.0	1.4	0.6	42.9
Weekly library staff hours	64.2	42.9	21.3	49.7
Weekly library staff hours per 100 students	14.1	11.2	2.9	25.9
Staff Activities:				
Identifying materials for teachers	5.4	2.3	3.1	134.8
Planning with teachers	3.1	1.3	1.8	138.5
Teaching with teachers	4.4	1.6	2.8	175.0
Teaching information literacy to students	8.4	4.9	3.5	71.4
Providing in-service training to teachers	3.4	0.9	2.5	277.8
Motivating students to read	7.6	3.9	3.7	94.9
Managing collection development	5.0	4.7	0.3	6.4
Managing computer network	7.3	5.5	1.8	32.7
Meeting with library staff from elsewhere	1.2	0.9	0.3	33.3
Meeting with the principal	1.1	0.7	0.4	57.1
Serving on school committees	1.1	0.6	0.5	83.3
Collection:				
Print volumes	12,104	8,259	3,845	46.6
Print volumes per student	24.5	26.3	- 1.8	- 7.3
Periodical subscriptions	30.8	15.7	15.1	96.2
Periodical subscriptions per 100 students	6.5	4.8	1.7	35.4
Audio materials	167.1	49.8	117.3	235.5
Video materials	593.5	297.9	295.6	99.2
A	1	1		
A				
v	1	1		
Educational Technology:	9	9		
Library computers	40.6	17.0	23.6	138.8
Library computers per 100 students	7.7	6.7	1.0	14.9
Other library-connected computers	120.6	71.0	49.6	69.9
Other library-connected computers per 100 students	21.2	23.4	- 2.2	- 9.4
Library Expenditures:				
Total library expenditures	\$14,759	\$5,378	\$9,381	174.4
Total library expenditures per student	\$29.22	\$16.30	\$12.92	79.3

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	Mean for Schools with 25 Highest Scores	Mean for Schools with 25 Lowest Scores	Change	Percent Change
Library Usage:				
Circulation	630.0	435.4	196.4	44.7
Circulation per student	1.3	0.9	0.4	44.4
Individual visits	229.6	217.9	11.7	5.4
Individual visits per 100 students	50.9	61.3	- 10.4	- 17.0
Individual visits for info literacy instruction	55.6	47.0	8.6	18.3
Individual info literacy visits per 100 students	15.3	10.5	4.8	45.7
Group visits	26.1	24.6	1.5	6.1
Group visits for info literacy instruction	13.3	16.8	- 3.5	- 20.8
Group info literacy visits per 100 students	2.7	3.5	- 0.8	- 22.9

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Table 93. Comparison of Library Variables for Illinois Middle Schools With 25 Highest & Lowest 8th Grade ISAT Writing Scores, 2003

	Mean for Schools with 25 Highest Scores	Mean for Schools with 25 Lowest Scores	Change	Percent Change
8th Grade ISAT Reading Score (mean percentage of students meeting or exceeding standards)	86.8	26.4	60.4	228.8
Library Variable				
Hours of Operation:				
During school	37.0	31.3	5.7	18.2
Before school	2.5	1.8	0.7	38.9
After school	3.1	2.1	1.0	47.6
Available for flexible scheduling	23.9	19.4	4.5	23.2
Staffing:				
Number of librarians	0.8	0.8	0	0
Weekly librarian hours	24.1	23.1	1.0	4.3
Weekly librarian hours per 100 students	5.3	4.9	0.4	8.2
Number of library staff (includes librarians)	2.1	1.7	0.4	23.5
Weekly library staff hours	66.9	43.8	23.1	52.7
Weekly library staff hours per 100 students	16.6	12.8	3.8	29.7
Staff Activities:				
Identifying materials for teachers	6.1	2.5	3.6	144.0
Planning with teachers	3.9	1.2	2.7	225.0
Teaching with teachers	4.5	1.9	2.6	136.8
Teaching information literacy to students	7.6	5.1	2.5	49.0
Providing in-service training to teachers	2.8	1.0	1.8	180.0
Motivating students to read	4.3	2.5	1.8	72.0
Managing collection development	7.0	4.2	2.8	66.7
Managing computer network	8.1	5.0	3.1	62.0
Meeting with library staff from elsewhere	1.3	1.0	0.3	30.0
Meeting with the principal	0.9	0.8	0.1	12.5
Serving on school committees	0.9	0.7	0.2	28.6
Collection:				
Print volumes	10,856	7,586	3,270	43.1
Print volumes per student	25.5	21.5	4.0	18.6
Periodical subscriptions	25.3	15.8	9.5	60.1
Periodical subscriptions per 100 students	7.0	5.5	1.5	27.3
Audio materials	179.2	38.4	140.8	366.7
Video materials	568.9	294.8	274.1	93.0
A	1	1		
A				
v	1	1		
Educational Technology:	9	9		
Library computers	33.9	13.2	20.7	156.8
Library computers per 100 students	6.8	4.7	2.1	44.7
Other library-connected computers	115.6	53.8	61.8	114.9
Other library-connected computers per 100 students	21.5	13.3	8.2	61.7
Library Expenditures:				
Total library expenditures	\$14,525	\$7,762	\$6,763	87.1
Total library expenditures per student	\$33.21	\$27.93	\$5.28	18.9

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	Mean for Schools with 25 Highest Scores	Mean for Schools with 25 Lowest Scores	High Minus Low Score	High Minus Low as Percent
Library Usage:				
Circulation	665.6	394.7	270.9	68.6
Circulation per student	1.3	0.8	0.5	62.5
Individual visits	305.0	268.3	36.7	13.7
Individual visits per 100 students	63.1	67.1	- 4.0	- 6.0
Individual visits for info literacy instruction	82.7	57.2	25.5	44.6
Individual info literacy visits per 100 students	18.9	17.4	1.5	8.6
Group visits	31.9	17.4	14.5	83.3
Group visits for info literacy instruction	15.9	8.8	7.1	80.7
Group info literacy visits per 100 students	3.6	3.0	0.6	20.0

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Table 94. Comparison of Library Variables for Illinois High Schools With 25 Highest & Lowest 11th Grade PSAE Reading Scores, 2003

	Mean for Schools with 25 Highest Scores	Mean for Schools with 25 Lowest Scores	Change	Percent Change
11th Grade PSAE Reading Score (mean percentage of students meeting or exceeding standards)	78.4	30.3	48.1	158.7
Library Variable				
Hours of Operation:				
During school	41.8	38.3	3.5	9.1
Before school	3.3	2.0	1.3	65.0
After school	4.9	2.6	2.3	88.5
Available for flexible scheduling	29.0	21.8	7.2	33.0
Staffing:				
Number of librarians	1.9	1.2	0.7	58.3
Weekly librarian hours	65.8	42.0	23.8	56.7
Weekly librarian hours per 100 students	6.6	9.6	- 3.0	- 31.3
Number of library staff (includes librarians)	4.5	2.4	2.1	87.5
Weekly library staff hours	148.7	77.2	71.5	92.6
Weekly library staff hours per 100 students	14.6	14.9	- 0.3	- 2.0
Staff Activities:				
Identifying materials for teachers	8.0	5.3	2.7	50.9
Planning with teachers	7.5	2.2	5.3	240.9
Teaching with teachers	8.5	1.9	6.6	347.4
Teaching information literacy to students	20.7	14.5	6.2	42.8
Providing in-service training to teachers	4.1	1.9	2.2	115.8
Motivating students to read	5.3	3.2	2.1	65.6
Managing collection development	12.7	10.6	2.1	19.8
Managing computer network	13.1	10.1	3.0	29.7
Meeting with library staff from elsewhere	2.3	1.1	1.2	109.1
Meeting with the principal	1.5	1.1	0.4	36.4
Serving on school committees	1.9	1.0	0.9	90.0
Collection:				
Print volumes	22,768	15,385	7,383	48.0
Print volumes per student	33.6	28.7	4.9	17.1
Periodical subscriptions	67.4	29.4	38.0	129.3
Periodical subscriptions per 100 students	8.9	7.9	1.0	12.7
Audio materials	199.6	108.4	91.2	84.1
Video materials	1,300.5	456.1	844.4	185.1
A	1	1		
A				
v	1	1		
Educational Technology:	9	9		
Library computers	47.3	31.8	15.5	48.7
Library computers per 100 students	5.3	6.6	- 1.3	- 19.7
Other library-connected computers	353.3	122.0	231.3	189.6
Other library-connected computers per 100 students	27.9	29.7	- 1.8	- 6.1
Library Expenditures:				
Total library expenditures	\$32,534	\$11,935	\$20,599	172.6
Total library expenditures per student	\$25.13	\$17.77	\$7.36	41.4

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	Mean for Schools with 25 Highest Scores	Mean for Schools with 25 Lowest Scores	Change	Percent Change
Library Usage:				
Circulation	289.0	283.2	5.8	2.05
Circulation per student	0.7	1.2	- 0.5	- 41.7
Individual visits	1,218.6	445.0	773.6	173.8
Individual visits per 100 students	103.4	79.8	23.6	29.6
Individual visits for info literacy instruction	164.3	76.1	88.2	115.9
Individual info literacy visits per 100 students	11.7	9.7	2.0	20.62
Group visits	33.4	21.8	11.6	53.2
Group visits for info literacy instruction	30.5	18.9	11.6	61.4
Group info literacy visits per 100 students	3.9	4.9	- 1.0	- 20.4

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Table 95. Comparison of Library Variables for Illinois High Schools With 25 Highest & Lowest 11th Grade ACT Scores, 2003

	Mean for Schools with 25 Highest Scores	Mean for Schools with 25 Lowest Scores	High Minus Low Score	High Minus Low as Percent
11th Grade ACT Score (mean)	23.2	16.4	6.8	41.5
Library Variable				
Hours of Operation:				
During school	41.7	40.2	1.5	3.7
Before school	2.6	2.3	0.3	13.0
After school	4.4	2.8	1.6	57.1
Available for flexible scheduling	29.1	20.0	9.1	45.5
Staffing:				
Number of librarians	2.3	1.3	1.0	76.9
Weekly librarian hours	84.2	46.3	37.9	81.9
Weekly librarian hours per 100 students	5.4	11.4	- 6.0	- 111.1
Number of library staff (includes librarians)	5.6	2.4	3.2	133.3
Weekly library staff hours	195.4	81.6	113.8	139.5
Weekly library staff hours per 100 students	11.2	14.4	- 3.2	- 22.2
Staff Activities:				
Identifying materials for teachers	13.1	5.2	7.9	151.9
Planning with teachers	9.1	2.3	6.8	295.7
Teaching with teachers	9.6	2.9	6.7	231.0
Teaching information literacy to students	34.2	14.6	19.6	134.3
Providing in-service training to teachers	4.4	2.3	2.1	91.3
Motivating students to read	6.4	3.0	3.4	113.3
Managing collection development	16.3	10.0	6.3	63.6
Managing computer network	16.8	13.3	3.5	13.7
Meeting with library staff from elsewhere	2.3	1.0	1.3	130.0
Meeting with the principal	1.9	1.1	0.8	72.7
Serving on school committees	2.3	1.0	1.3	130.0
Collection:				
Print volumes	23,365	15,796	7,569	47.9
Print volumes per student	14.8	30.1	- 15.3	- 50.8
Periodical subscriptions	77.8	32.1	45.7	142.4
Periodical subscriptions per 100 students	5.1	8.2	- 3.1	- 37.8
Audio materials	304.0	105.9	198.1	187.1
Video materials	1,474.3	622.8	851.5	136.7
A	1	1		
A				
v	1	1		
Educational Technology:				
Library computers	56.1	35.4	20.7	58.5
Library computers per 100 students	3.6	6.2	- 2.6	- 41.9
Other library-connected computers	441.5	127.8	313.7	245.5
Other library-connected computers per 100 students	26.9	28.6	- 1.7	- 5.9
Library Expenditures:				
Total library expenditures	\$42,328	\$12,952	\$29,376	226.8
Total library expenditures per student	\$24.04	\$16.59	\$7.45	44.9

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	Mean for Schools with 25 Highest Scores	Mean for Schools with 25 Lowest Scores	High Minus Low Score	High Minus Low as Percent
Library Usage:				
Circulation	238.2	247.7	- 9.5	- 3.8
Circulation per student	0.2	0.9	- 0.7	- 77.8
Individual visits	1,367.6	463.0	904.6	195.4
Individual visits per 100 students	75.5	61.6	13.9	22.6
Individual visits for info literacy instruction	220.6	91.7	128.9	140.6
Individual info literacy visits per 100 students	13.1	11.0	2.1	19.1
Group visits	38.9	20.6	18.3	88.8
Group visits for info literacy instruction	25.1	9.6	15.5	161.5
Group info literacy visits per 100 students	1.5	3.6	- 2.1	- 58.3

Appendix A: Illinois Study Task Force Members

Becky Robinson, Task Force Chair	Lombard Middle School, Galesburg
Carol J. Fox, Task Force Co-Chair	Montessori Magnet School, Rockford
Eileen Diercks	Retired
Patti Fleser	Highland Park High School
Leslie Forsman	Triopia CUSD #27
Lou Ann Jacobs	Pontiac Township High School
Gail Janz	Morris Community High School
Pamela K. Kramer	DuPage Library System, Geneva
David Little	Astoria CUSD #1
Sharon Losacco	Community HSD #128, Libertyville
Barbara Lund	Lisle High School
Kay Maynard	ISLMA, Canton
Kathy Oberhardt	University High School, Normal
Lois Schultz	Retired
Mary Jo Taylor	Meridian Middle School, Buffalo Grove

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Appendix C: Standard Deviation Tables

Table 96. Standard Deviations of Means from Comparison-of-Means Analyses of Test Performance by Library Variable for Elementary Schools, 2003

Library Variable	Standard Deviations of Means for Meet/Exceed Standards (% of Students)			
	ISAT Reading		ISAT Writing	
	Median & above	Below median	Median & above	Below median
Library Hours of Operation (per Week)				
Hours open during school	12.67	17.02		
Hours available for flexible scheduling	12.55	16.10	16.41	18.57
Library Staff				
Number of librarians			17.24	18.62
Weekly librarian hours			17.29	17.75
Weekly librarian hours per 100 students	12.99	16.14	16.43	18.36
Number of library staff	12.58	16.80	14.66	20.50
Weekly library staff hours	12.72	15.69	13.79	19.42
Weekly library staff hours per 100 students	12.42	15.81	15.70	19.16
Staff Activities (Hours per Week)				
Identifying materials for teachers	13.22	17.40	15.99	20.33
Teaching info literacy skills to students	14.41	14.74	15.48	19.02
Motivating students to read			17.06	17.62
School Library Management Issue				
Collection development/management policy	13.80	17.13		
Library Collection				
Print volumes	14.07	15.13	16.74	18.17
Print volumes per student	13.22	16.03		
Periodical subscriptions	14.47	14.62	17.07	18.03
Periodical subscriptions per 100 students	13.54	15.26	16.86	18.20
Audio materials			16.78	17.81
Audio materials per 100 students			16.89	17.70
Video materials per 100 students	13.46	16.06		
Average copyright year for astronomy	14.82	14.10	17.56	17.21
Average copyright year for health & medicine			18.47	16.19
Educational Technology				
Library computers	13.64	15.47	16.68	18.45
With access to:				
■ Library catalog	13.89	14.96		
■ Internet	13.56	15.46	16.60	18.52
■ Licensed databases	13.27	16.02		
Library computers per 100 students	12.92	15.72	16.55	18.41
Other library-connected computers	12.83	14.32		
With access to:				
■ Internet	12.87	14.73		
Other library-connected computers per 100 students	12.57	14.65		
Other library-connected Internet computers per 100 students	12.22	15.20		
Library Expenditures				
Total library expenditures	13.39	14.59	16.25	17.48
Library Usage (Transactions per Week)				
Total circulation			16.01	18.48
Circulation per student	12.89	15.24	16.44	17.67

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Table 97. Standard Deviations of Means from Comparison-of-Means Analyses of Test Performance by Library Variable for Middle Schools, 2003

Library Variable	Standard Deviations of Means for Meet/Exceed Standards (% of Students)			
	ISAT Reading		ISAT Writing	
	Median & above	Below median	Median & above	Below median
Library Hours of Operation (per Week)				
Hours open during school	12.08	15.35	18.65	18.13
Hours open before school	12.95	13.85	17.38	19.09
Hours open after school	13.44	13.80	17.76	18.93
Hours available for flexible scheduling	12.93	14.48		
Library Staff				
Number of library staff	12.67	14.97	18.01	18.25
Weekly library staff hours	12.38	14.95	17.50	18.39
Weekly library staff hours per 100 students	11.79	15.09		
Staff Activities (Hours per Week)				
Identifying materials for teachers	13.02	14.23	18.45	17.68
Teaching info literacy skills to students	13.26	14.54		
School Library Management Issue				
School library program represented on school technology committee	13.99	13.48		
Library Collection				
Print volumes			17.47	18.99
Print volumes per student	12.20	14.77		
Periodical subscriptions			18.44	18.44
Periodical subscriptions per 100 students	12.78	14.31		
Audio materials			18.21	18.32
Audio materials per 100 students	13.64	14.07	18.60	18.16
Video materials per 100 students	13.72	14.08		
Average copyright year for astronomy			17.87	19.13
Average copyright year for health & medicine			18.82	17.93
Educational Technology				
Library computers			17.98	18.88
With access to:				
■ Internet			17.91	18.98
■ Licensed databases			18.26	18.81
Library computers per 100 students	13.66	13.88		
Other library-connected computers with access to licensed databases			18.84	17.90
Other library-connected Internet computers per 100 students	12.10	13.46	18.22	18.08
Library Expenditures				
Total library expenditures	12.54	14.07	17.33	18.34
Library expenditures per student	12.39	14.31		
Library Usage (Transactions per Week)				
Individual library visits for info lit instruction			18.89	17.74
Individual info literacy visits per 100 students	11.11	15.54	18.38	18.37
Group library visits			18.01	18.72
Group library visits for info literacy instruction			17.88	18.68

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Table 98. Standard Deviations of Means from Comparison-of-Means Analyses of Test Performance by Library Variable for High Schools, 2003

Library Variable	Standard Deviations of Means for Meet/Exceed Standards (% of Students)			
	PSAE Reading		ACT	
	Median & above	Below median	Median & above	Below median
Library Hours of Operation (per Week)				
Hours open during school	13.43	12.79	2.02	1.67
Hours open before school			1.89	1.92
Hours open after school	13.26	13.05	1.96	1.79
Hours available for flexible scheduling	13.38	13.31	1.97	1.83
Library Staff				
Weekly librarian hours			2.09	1.57
Number of library staff			2.04	1.52
Weekly library staff hours	14.34	11.70	2.17	1.53
Staff Activities (Hours per Week)				
Identifying materials for teachers			2.07	1.67
Planning with teachers			2.18	1.52
Teaching with teachers	14.02	12.25	2.09	1.68
Motivating students to read			2.01	1.69
Meeting with library staff from elsewhere			2.09	1.70
Serving on school committees			2.22	1.57
School Library Management Issue				
Collection development/management policy			1.93	1.67
Library Collection				
Print volumes			2.15	1.62
Periodical subscriptions	12.21	13.78	1.89	1.83
Video materials			2.14	1.63
Average copyright year for astronomy			1.94	1.78
Educational Technology				
Library computers	12.39	13.89	1.96	1.77
With access to:				
Library catalog	12.46	13.69	1.97	1.71
Internet	12.43	13.87	1.97	1.76
Licensed databases	12.02	14.27	1.92	1.81
Other library-connected computers	12.40	13.85	1.94	1.81
With access to:				
Library catalog	12.01	14.08	1.95	1.79
Internet	12.48	13.41	1.95	1.73
Licensed databases	12.50	12.90	1.93	1.66
Other library-connected computers per 100 students			1.89	1.97
Other library-connected Internet computers per 100 students	10.92	14.80	1.81	1.96
Library Expenditures				
Total library expenditures	12.85	12.95	1.96	1.67
Library Usage (Transactions per Week)				
Individual library visits			2.18	1.55
Individual library visits per 100 students	12.70	13.59	1.97	1.86
Individual library visits for info lit instruction			2.02	1.76
Group library visits			1.98	1.74
Group library visits for info literacy instruction	13.33	12.39	2.12	1.57

Appendix D: Participating Schools

School Name	District Name
ABBOTT MIDDLE SCHOOL	SCHOOL DISTRICT 46
ALAN B SHEPARD MIDDLE SCHOOL	DEERFIELD SCHOOL DIST 109
ALBANY ELEM SCHOOL	RIVER BEND COMM UNIT DIST 2
ALCOTT ELEM SCHOOL	CITY OF CHICAGO SCHOOL DIST 299
ALHAMBRA ELEM SCHOOL	HIGHLAND COMM UNIT SCH DIST 5
ALTON SR HIGH SCHOOL	ALTON COMM UNIT SCHOOL DIST 11
ALWOOD MIDDLE/HIGH SCHOOL	ALWOOD COMM UNIT SCH DIST 225
ALWOOD ELEM SCHOOL	ALWOOD COMM UNIT SCH DIST 225
AMOS ALONZO STAGG HIGH SCHOOL	CONS HIGH SCHOOL DISTRICT 230
ANDERSON ELEM SCHOOL	ST CHARLES C U SCHOOL DIST 303
ANDREW JACKSON ELEM LANGUAGE ACAD	CITY OF CHICAGO SCHOOL DIST 299
ANTIOCH UPPER GRADE SCHOOL	ANTIOCH C C SCHOOL DISTRICT 34
ARCOLA ELEMENTARY SCHOOL	ARCOLA C U SCHOOL DISTRICT 306
ARCOLA HIGH SCHOOL	ARCOLA C U SCHOOL DISTRICT 306
ARNOLD W KRUSE ED CENTER	TINLEY PARK COMM CONS SCH DST 146
ASTORIA ELEM SCHOOL	ASTORIA COMM UNIT SCH DIST 1
ASTORIA HIGH SCHOOL	ASTORIA COMM UNIT SCH DIST 1
ASTORIA JUNIOR HIGH SCHOOL	ASTORIA COMM UNIT SCH DIST 1
ATLANTA ELEMENTARY SCHOOL	OLYMPIA C U SCHOOL DIST 16
AUBURN HIGH SCHOOL	AUBURN COMM UNIT SCHOOL DIST 10
AVISTON ELEM SCHOOL	AVISTON SCHOOL DISTRICT 21
AVON GRADE SCHOOL	AVON COMM UNIT SCH DIST 176
AVON MIDDLE SCHOOL	AVON COMM UNIT SCH DIST 176
AVON SR HIGH SCHOOL	AVON COMM UNIT SCH DIST 176
BARRY ELEMENTARY SCHOOL	BARRY COMM UNIT SCHOOL DIST 1
BARTELSON ELEM SCHOOL	BARTELSON SCHOOL DISTRICT 57
BARTLETT HIGH SCHOOL	SCHOOL DISTRICT 46
BATAVIA SR HIGH SCHOOL	BATAVIA UNIT SCHOOL DIST 101
BEDNARCIK JUNIOR HIGH SCHOOL	OSWEGO COMM UNIT SCHOOL DIST 308
BEECHER ELEM SCHOOL	BEECHER C U SCH DIST 200U
BEECHER JUNIOR HIGH SCHOOL	BEECHER C U SCH DIST 200U
BELVIDERE HIGH SCHOOL	BELVIDERE C U SCH DIST 100
BELVIDERE SOUTH MIDDLE SCHOOL	BELVIDERE C U SCH DIST 100
BENJAMIN MIDDLE SCHOOL	BENJAMIN SCHOOL DISTRICT 25
BENTON CONS HIGH SCHOOL	BENTON CONS HIGH SCHOOL DIST 103
BIG HOLLOW ELEM SCHOOL	BIG HOLLOW SCHOOL DIST 38
BLACK HAWK JR HIGH SCHOOL	OREGON C U SCHOOL DIST-220
BLACKHAWK MIDDLE SCHOOL	BENSENVILLE SCHOOL DISTRICT 2
BLOOM TRAIL HIGH SCHOOL	BLOOM TWP HIGH SCH DIST 206
BLUE RIDGE HIGH SCHOOL	BLUE RIDGE COMM UNIT SCH DIST 18
BLUE RIDGE JUNIOR HIGH SCHOOL	BLUE RIDGE COMM UNIT SCH DIST 18
BLUE RIDGE MANSFIELD ELEM SCH	BLUE RIDGE COMM UNIT SCH DIST 18
BLUFFVIEW ELEM SCHOOL	DUPO COMM UNIT SCH DISTRICT 196
BOND CTY COMM UNIT 2 HIGH SCHOOL	BOND CO C U SCHOOL DIST 2
BOND ELEMENTARY SCHOOL	CENTRAL A & M C U DIST #21
BRADLEY-BOURBONNAIS C HIGH SCHOOL	BRADLEY BOURBONNAIS C HS D 307
BRADLEY CENTRAL MIDDLE SCHOOL	BRADLEY SCHOOL DIST 61
BRADLEY WEST ELEM SCHOOL	BRADLEY SCHOOL DIST 61
BRAESIDE ELEM SCHOOL	NORTH SHORE SD 112
BRIAR GLEN ELEM SCHOOL	GLEN ELLYN C C SCHOOL DIST 89
BRIMFIELD GRADE SCHOOL	BRIMFIELD C U SCHOOL DIST 309
BROOKDALE ELEMENTARY SCHOOL	INDIAN PRAIRIE C U SCH DIST 204
BROWN COUNTY MIDDLE SCHOOL	BROWN COUNTY C U SCH DIST 1

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School Name

BROWNSTOWN ELEM SCHOOL
BROWNSTOWN JR HIGH SCHOOL
BUNCOMBE CONS SCHOOL
BUREAU VALLEY ELEMENTARY-MANLIUS
BUREAU VALLEY HIGH SCHOOL
BURR OAK ELEM SCHOOL
BUSHNELL-PRAIRIE CITY HIGH SCH
BUSHNELL-PRAIRIE CITY JR HIGH SCH
BUTLER ELEM SCHOOL
BUTLER JUNIOR HIGH SCHOOL
BUTTERFIELD ELEM SCHOOL
BYRNE ELEM SCHOOL
BYRON HIGH SCHOOL 9-12
BYRON MIDDLE SCHOOL

CALHOUN HIGH SCHOOL
CANTON HIGH SCHOOL
CANTON MIDDLE SCHOOL
CARBONDALE COMM H S
CARL SANDBURG MIDDLE SCH
CARLINVILLE MIDDLE SCHOOL
CARRUTHERS ELEMENTARY SCHOOL
CARY JR HIGH SCHOOL
CENTENNIAL ELEM SCHOOL
CENTENNIAL HIGH SCHOOL
CENTRAL A & M MIDDLE SCHOOL
CENTRAL ELEM SCHOOL
CENTRAL ELEM SCHOOL
CENTRAL ELEM SCHOOL
CENTRAL ELEM SCHOOL
CENTRAL HIGH SCHOOL
CENTRAL HIGH SCHOOL
CENTRAL HIGH SCHOOL
CENTRAL HIGH SCHOOL
CENTRAL JR HIGH SCHOOL
CENTRAL JUNIOR HIGH SCHOOL
CENTRAL MIDDLE SCHOOL
CHANNAHON JUNIOR HIGH SCHOOL
CHAPMAN MIDDLE SCHOOL
CHARLES J CARUSO MIDDLE SCHOOL
CHARLESTON HIGH SCHOOL
CHARLESTON MIDDLE SCHOOL
CHESTER HIGH SCHOOL
CHESTNUT PARK SCHOOL
CHIDDIX JR HIGH SCHOOL
CHRISTA MCAULIFFE SCHOOL
CHRISTOPHER HIGH
CHURCHILL JR HIGH SCHOOL
CISNE HIGH SCHOOL
CISSNA PARK SR HIGH SCHOOL
CLINTON HIGH SCHOOL
CLINTON ROSETTE MIDDLE SCHOOL
COLFAX ELEMENTARY SCHOOL
COLLINSVILLE HIGH SCHOOL
COLUMBIA HIGH SCHOOL
COLUMBIA MIDDLE SCHOOL
COLUMBUS ELEM SCHOOL
COMM H S DIST 99 - NORTH H S
COMMUNITY CONS SCHOOL

District Name

BROWNSTOWN C U SCH DIST 201
BROWNSTOWN C U SCH DIST 201
BUNCOMBE CONS SCHOOL DIST 43
BUREAU VALLEY CUSD 340
BUREAU VALLEY CUSD 340
CALUMET PUBLIC SCHOOLS DIST 132
BUSHNELL PRAIRIE CITY CUS D 170
BUSHNELL PRAIRIE CITY CUS D 170
SPRINGFIELD SCHOOL DISTRICT 186
BUTLER SCHOOL DISTRICT 53
LOMBARD SCHOOL DISTRICT 44
CITY OF CHICAGO SCHOOL DIST 299
BYRON COMM UNIT SCHOOL DIST 226
BYRON COMM UNIT SCHOOL DIST 226

CALHOUN COMM UNIT SCH DIST 40
CANTON UNION SCHOOL DIST 66
SCHOOL DISTRICT 46
CARBONDALE COMM H S DISTRICT 165
FREEPORT SCHOOL DIST 145
CARLINVILLE C U SCHOOL DIST 1
MURPHYSBORO C U SCH DIST 186
CARY C C SCHOOL DIST 26
STREATOR ELEM SCHOOL DIST 44
CHAMPAIGN COMM UNIT SCH DIST 4
CENTRAL A & M C U DIST #21
PLAINFIELD SCHOOL DIST 202
PONTIAC C C SCHOOL DIST 429
ROXANA COMM UNIT SCHOOL DIST 1
LINCOLN ELEM SCHOOL DIST 27
CENTRAL COMM UNIT SCHOOL DIST 4
CHAMPAIGN COMM UNIT SCH DIST 4
CENTRAL CUSD #3
EAST PEORIA SCHOOL DISTRICT 86
CENTRAL CUSD #3
TINLEY PARK COMM CONS SCH DST 146
CHANNAHON SCHOOL DISTRICT 17
FARMINGTON CENTRAL C U S D 265
DEERFIELD SCHOOL DIST 109
CHARLESTON C U SCHOOL DIST 1
CHARLESTON C U SCHOOL DIST 1
CHESTER COMM UNIT SCH DIST 139
SAVANNA COMMUNITY UNIT DIST 300
MCLEAN COUNTY UNIT DIST NO 5
KIRBY SCHOOL DIST 140
CHRISTOPHER UNIT 99
GALESBURG C U SCHOOL DIST 205
NORTH WAYNE C U SCHOOL DIST 200
CISSNA PARK COMM UNIT SCH DIST 6
CLINTON C U SCHOOL DIST 15
DEKALB COMM UNIT SCH DIST 428
RIDGEVIEW COMM UNIT SCH DIST 19
COLLINSVILLE C U SCH DIST 10
COLUMBIA COMM UNIT SCH DIST 4
COLUMBIA COMM UNIT SCH DIST 4
CITY OF CHICAGO SCHOOL DIST 299
COMMUNITY HIGH SCHOOL DIST 99
COMMUNITY CONS SCH DIST 204

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School Name

COMMUNITY HIGH SCHOOL
COVENTRY ELEM SCHOOL
CRAB ORCHARD ELEMENTARY SCHOOL
CRANE TECHNICAL PREP HIGH SCHOOL
CREEKSIDE ELEMENTARY SCHOOL
CRESCENT-IROQUOIS HIGH SCHOOL
CURIE METROPOLITAN HIGH SCHOOL

DAKOTA JR SR HIGH SCHOOL
DANIEL WRIGHT JR HIGH SCHOOL
DANVERS ELEM SCHOOL
DANVILLE HIGH SCHOOL
DAVID L RAHN ELEMENTARY
DAWES ELEMENTARY SCHOOL
DE DIEGO ELEM COMMUNITY ACADEMY
DE KALB HIGH SCHOOL
DEAN STREET ELEM SCHOOL
DEE-MACK HIGH SCHOOL
DEE-MACK MIDDLE SCHOOL
DEER PATH MIDDLE SCHOOL
DEERFIELD HIGH SCHOOL
DELAVAN ELEMENTARY SCHOOL
DELAVAN HIGH SCHOOL
DELAVAN JR HIGH SCHOOL
DEPUE ELEM SCHOOL
DEPUE HIGH SCHOOL
DIVERNON HIGH SCHOOL
DIXON HIGH SCHOOL
DOUGLAS A MCGUGAN JUNIOR HIGH SCH
DREXEL ELEM SCHOOL
DUBOIS ELEM SCHOOL
DUNLAP HIGH SCHOOL
DUNLAP MIDDLE SCHOOL
DUPO HIGH SCHOOL
DUQUOIN HIGH SCHOOL
DWIGHT HIGH SCHOOL

EAST ALTON-WOOD RIVER HIGH SCH
EAST DUBUQUE ELEM SCHOOL
EAST DUBUQUE HIGH SCHOOL
EAST PEORIA HIGH SCHOOL
EAST PRAIRIE ELEM SCHOOL
EAST PRAIRIE JR HIGH SCHOOL
EAST SIDE INTERMEDIATE SCHOOL
EASTLAND HIGH SCHOOL
EGYPTIAN SR HIGH SCHOOL
EL PASO HIGH SCHOOL
ELGIN HIGH SCHOOL
ELMER H FRANZEN INTERMEDIATE SCH
EMERSON ELEM SCHOOL
EMERSON MIDDLE SCHOOL
ERICKSON ELEMENTARY SCHOOL
ERIE HIGH SCHOOL
ESWOOD C C GRADE SCHOOL
ETNYRE SCHOOL
EUGENE FIELD ELEM SCHOOL
EUREKA HIGH SCHOOL
EVERETT F KERR MIDDLE SCHOOL

District Name

COMMUNITY HIGH SCH DISTRICT 94
CRYSTAL LAKE C C SCH DIST 47
CRAB ORCHARD C U SCH DIST 3
CITY OF CHICAGO SCHOOL DIST 299
PLAINFIELD SCHOOL DIST 202
CRESCENT IROQUOIS COMM DIST 252
CITY OF CHICAGO SCHOOL DIST 299

DAKOTA COMM UNIT SCH DIST 201
LINCOLNSHIRE-PRAIRIEVIEW S D 103
OLYMPIA C U SCHOOL DIST 16
DANVILLE C C SCHOOL DIST 118
OREGON C U SCHOOL DIST-220
EVANSTON C C SCHOOL DIST 65
CITY OF CHICAGO SCHOOL DIST 299
DEKALB COMM UNIT SCH DIST 428
WOODSTOCK C U SCHOOL DIST 200
DEER CREEK-MACKINAW CUSD 701
DEER CREEK-MACKINAW CUSD 701
LAKE FOREST SCHOOL DIST 67
TOWNSHIP HIGH SCHOOL DIST 113
DELAVAN COMM UNIT DIST 703
DELAVAN COMM UNIT DIST 703
DELAVAN COMM UNIT DIST 703
DEPUE UNIT SCHOOL DIST 103
DEPUE UNIT SCHOOL DIST 103
DIVERNON C U SCHOOL DIST 13
DIXON UNIT SCHOOL DIST 170
OAK LAWN-HOMETOWN SCH DIST 123
CICERO SCHOOL DISTRICT 99
CITY OF CHICAGO SCHOOL DIST 299
DUNLAP C U SCHOOL DIST 323
DUNLAP C U SCHOOL DIST 323
DUPO COMM UNIT SCH DISTRICT 196
DU QUOIN C U SCHOOL DISTRICT 300
DWIGHT TWP H S DIST 230

EAST ALTON-WOOD RIVER C H S D 14
EAST DUBUQUE UNIT SCH DIST 119
EAST DUBUQUE UNIT SCH DIST 119
EAST PEORIA COMM H S DIST 309
EAST PRAIRIE SCHOOL DIST 73
TUSCOLA C U SCHOOL DIST 301
HARRISBURG C U SCHOOL DIST 3
EASTLAND COMM UNIT SCH DIST 308
EGYPTIAN COMM UNIT SCH DIST 5
EL PASO C U DISTRICT 375
SCHOOL DISTRICT 46
ITASCA SCHOOL DIST 10
ELMHURST SCHOOL DIST 205
PARK RIDGE C C SCHOOL DIST 64
BLOOMINGDALE SCHOOL DISTRICT 13
ERIE COMM UNIT SCH DIST 1
ESWOOD C C DISTRICT 269
OREGON C U SCHOOL DIST-220
PARK RIDGE C C SCHOOL DIST 64
EUREKA C U DIST 140
COOK COUNTY SCHOOL DIST 130

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School Name

FAIRFIELD COMM HIGH SCHOOL
FAIRVIEW SOUTH ELEMENTARY SCHOOL
FARMINGTON HIGH SCHOOL
FEARN ELEMENTARY SCHOOL
FENTON HIGH SCHOOL
FERNWAY PARK ELEM SCHOOL
FISHER GRADE SCHOOL
FISHER JR/SR HIGH SCHOOL
FLANAGAN HIGH SCHOOL
FLORA HIGH SCHOOL
FOREMAN HIGH SCHOOL
FOX CHASE ELEMENTARY SCHOOL
FRANKLIN ELEMENTARY SCHOOL
FRANKLIN MIDDLE SCHOOL
FREEBURG PRIMARY CENTER
FREEPORT HIGH SCHOOL
FREEPORT JR HIGH SCHOOL
FRY ELEMENTARY SCHOOL
FULLER ELEM SCHOOL
FULTON ELEM SCHOOL
FULTON HIGH SCHOOL

GALATIA HIGH SCHOOL
GALESBURG HIGH SCHOOL
GARDNER-SOUTH WILMINGTON TWP H S
GARDNER ELEM SCHOOL
GEFF ELEM SCHOOL
GEMINI JR HIGH SCHOOL
GENERAL JOHN A LOGAN ELEM SCH
GENESE0 MIDDLE SCHOOL
GENEVA COMMUNITY HIGH SCHOOL
GEORGE B CARPENTER ELEM SCHOOL
GEORGE W LIEB ELEM SCHOOL
GEORGE WASHINGTON ELEM SCHOOL
GEORGE WASHINGTON ELEMENTARY SCH
GEORGETOWN ELEMENTARY SCHOOL
GIFFORD GRADE SCHOOL
GILLESPIE HIGH SCHOOL
GLACIER RIDGE ELEMENTARY SCHOOL
GLEN CREST MIDDLE SCHOOL
GLENBARD EAST HIGH SCHOOL
GLENBARD NORTH HIGH SCHOOL
GLENBARD SOUTH HIGH SCHOOL
GLENBARD WEST HIGH SCHOOL
GLENBROOK NORTH HIGH SCHOOL
GLENDALE ELEM SCHOOL
GLENN RAYMOND MIDDLE SCHOOL
GLENWOOD HIGH SCHOOL
GLENWOOD INTERMEDIATE SCH
GOMPERS JUNIOR HIGH SCHOOL
GOODRICH ELEM SCHOOL
GOREVILLE ELEMENTARY SCHOOL
GOREVILLE HIGH SCHOOL
GOWER MIDDLE SCHOOL
GRAND PRAIRIE ELEM SCHOOL
GRAND RIDGE COMM CONS SCHOOL
GRANITE CITY HIGH SCHOOL
GRANT COMMUNITY HIGH SCHOOL
GRANTFORK ELEM SCHOOL

District Name

FAIRFIELD COMM H S DIST 225
FAIRVIEW SCHOOL DIST 72
FARMINGTON CENTRAL C U S D 265
AURORA WEST UNIT SCHOOL DIST 129
FENTON COMM H S DIST 100
KIRBY SCHOOL DIST 140
FISHER C U SCHOOL DISTRICT 1
FISHER C U SCHOOL DISTRICT 1
FLANAGAN C U SCHOOL DIST 4
FLORA COMM UNIT SCH DIST 35
CITY OF CHICAGO SCHOOL DIST 299
OSWEGO COMM UNIT SCHOOL DIST 308
PARK RIDGE C C SCHOOL DIST 64
CHAMPAIGN COMM UNIT SCH DIST 4
FREEBURG C C SCHOOL DIST 70
FREEPORT SCHOOL DIST 145
FREEPORT SCHOOL DIST 145
INDIAN PRAIRIE C U SCH DIST 204
CITY OF CHICAGO SCHOOL DIST 299
RIVER BEND COMM UNIT DIST 2
RIVER BEND COMM UNIT DIST 2

GALATIA C U SCHOOL DIST 1
GALESBURG C U SCHOOL DIST 205
GARDNER S WILMINGTON THS DIST 73
GARDNER COMM CONS SCH DIST 72C
GEFF C C SCHOOL DISTRICT 14
EAST MAINE SCHOOL DIST 63
MURPHYSBORO C U SCH DIST 186
GENESE0 COMM UNIT SCH DIST 228
GENEVA COMM UNIT SCH DIST 304
PARK RIDGE C C SCHOOL DIST 64
RIDGELAND SCHOOL DISTRICT 122
PARK RIDGE C C SCHOOL DIST 64
COOK COUNTY SCHOOL DIST 130
INDIAN PRAIRIE C U SCH DIST 204
GIFFORD C C SCHOOL DIST 188
GILLESPIE COMM UNIT SCH DIST 7
CRYSTAL LAKE C C SCH DIST 47
GLEN ELLYN C C SCHOOL DIST 89
GLENBARD TWP H S DIST 87
GLENBARD TWP H S DIST 87
GLENBARD TWP H S DIST 87
GLENBARD TWP H S DIST 87
NORTHFIELD TWP HIGH SCH DIST 225
EAST PEORIA SCHOOL DISTRICT 86
IROQUOIS CO C U SCHOOL DIST 9
BALL CHATHAM C U SCHOOL DIST 5
BALL CHATHAM C U SCHOOL DIST 5
JOLIET PUBLIC SCH DIST 86
WOODRIDGE SCHOOL DIST 68
GOREVILLE COMM UNIT DIST 1
GOREVILLE COMM UNIT DIST 1
GOWER SCHOOL DIST 62
PLAINFIELD SCHOOL DIST 202
GRAND RIDGE C C SCHOOL DIST 95
GRANITE CITY C U SCHOOL DIST 9
GRANT COMM H S DISTRICT 124
HIGHLAND COMM UNIT SCH DIST 5

Powerful Libraries Make Powerful Learners: The Illinois Study

School Name

GREENBROOK ELEM SCHOOL
GREENFIELD ELEM SCHOOL
GREENFIELD HIGH SCHOOL
GREENVIEW ELEMENTARY SCHOOL
GREENVIEW JR HIGH SCHOOL
GREENVIEW SR HIGH SCHOOL
GREENWOOD ELEM SCHOOL
GREGORY ELEM SCHOOL
GWENDOLYN BROOKS MIDDLE SCHOOL

HALE ELEM SCHOOL
HARLEM MIDDLE SCHOOL
HARNEW ELEM SCHOOL
HARRIET GIFFORD ELEM SCHOOL
HARRISBURG HIGH SCHOOL
HARRISON STREET ELEM SCHOOL
HARTE ELEM SCHOOL
HENRY-SENACHWINE GRADE SCHOOL
HENRY-SENACHWINE HIGH SCHOOL
HENRY ELEM SCHOOL
HERITAGE LAKES ELEM SCHOOL
HERRIN HIGH SCHOOL
HERSCHER ELEM SCHOOL
HERSCHER HIGH SCHOOL
HEYWORTH ELEM SCHOOL
HEYWORTH JR-SR HIGH SCHOOL
HICKORY CREEK MIDDLE SCHOOL
HIGHCREST MIDDLE SCHOOL
HIGHLAND ELEMENTARY SCHOOL
HIGHLAND HIGH SCHOOL
HIGHLAND MIDDLE SCHOOL
HINCKLEY-BIG ROCK HIGH SCHOOL
HINSDALE CENTRAL HIGH SCHOOL
HINSDALE SOUTH HIGH SCHOOL
HIRSCH METROPOLITAN HIGH SCHOOL
HITCH ELEM SCHOOL
HOFFMAN ESTATES HIGH SCHOOL
HOLMES ELEM SCHOOL
HOMESTEAD ELEMENTARY SCHOOL
HOMETOWN ELEM SCHOOL
HONONEGAH HIGH SCHOOL
HOOPESTON AREA HIGH SCHOOL
HOOPESTON AREA MIDDLE SCHOOL
HOPEDALE ELEM SCHOOL
HUBERT H HUMPHREY MIDDLE SCHOOL
HUNTLEY MIDDLE SCHOOL
HUTSONVILLE HIGH SCHOOL

ILLINI MIDDLE SCHOOL
ILLINOIS STATE UNIV LAB SCHOOL
INDIAN CREEK HIGH SCHOOL
INDIAN KNOLL ELEM SCHOOL
INDIAN TRAIL MIDDLE SCHOOL
INGERSOLL MIDDLE SCHOOL
IRVING ELEMENTARY SCHOOL
IVY HILL ELEM SCHOOL

J COVINGTON ELEM SCHOOL
J D DARNALL SR HIGH SCHOOL

District Name

KEENEYVILLE SCHOOL DISTRICT 20
GREENFIELD C U SCHOOL DIST 10
GREENFIELD C U SCHOOL DIST 10
GREENVIEW C U SCH DIST 200
GREENVIEW C U SCH DIST 200
GREENVIEW C U SCH DIST 200
WOODSTOCK C U SCHOOL DIST 200
CENTRAL A & M C U DIST #21
OAK PARK ELEM SCHOOL DIST 97

CITY OF CHICAGO SCHOOL DIST 299
HARLEM UNIT DIST 122
RIDGELAND SCHOOL DISTRICT 122
SCHOOL DISTRICT 46
HARRISBURG C U SCHOOL DIST 3
GENEVA COMM UNIT SCH DIST 304
CITY OF CHICAGO SCHOOL DIST 299
HENRY-SENACHWINE CUSD 5
HENRY-SENACHWINE CUSD 5
CITY OF CHICAGO SCHOOL DIST 299
COMMUNITY CONSOLIDATED S D 93
HERRIN C U SCH DIST 4
HERSCHER COMM UNIT SCH DIST 2
HERSCHER COMM UNIT SCH DIST 2
HEYWORTH C U SCH DIST 4
HEYWORTH C U SCH DIST 4
FRANKFORT C C SCH DIST 157C
WILMETTE SCHOOL DIST 39
SKOKIE SCHOOL DIST 68
HIGHLAND COMM UNIT SCH DIST 5
HIGHLAND COMM UNIT SCH DIST 5
HINCKLEY BIG ROCK C U S D 429
HINSDALE TWP H S DIST 86
HINSDALE TWP H S DIST 86
CITY OF CHICAGO SCHOOL DIST 299
CITY OF CHICAGO SCHOOL DIST 299
TOWNSHIP H S DIST 211
CITY OF CHICAGO SCHOOL DIST 299
OSWEGO COMM UNIT SCHOOL DIST 308
OAK LAWN-HOMETOWN SCH DIST 123
HONONEGAH COMM H S DIST 207
HOOPESTON AREA C U SCH DIST 11
HOOPESTON AREA C U SCH DIST 11
OLYMPIA C U SCHOOL DIST 16
VALLEY VIEW CUSD #365U
DEKALB COMM UNIT SCH DIST 428
HUTSONVILLE C U SCHOOL DIST 1

JERSEY C U SCH DIST 100
ILLINOIS STATE UNIV
INDIAN CREEK COMM UNIT DIST 425
WEST CHICAGO ELEM SCHOOL DIST 33
PLAINFIELD SCHOOL DIST 202
CANTON UNION SCHOOL DIST 66
BLOOMINGTON SCH DIST 87
ARLINGTON HEIGHTS SCH DIST 25

OAK LAWN-HOMETOWN SCH DIST 123
GENESECO COMM UNIT SCH DIST 228

Powerful Libraries Make Powerful Learners: The Illinois Study

School Name

J STERLING MORTON EAST HIGH SCH
JACKSON MIDDLE SCHOOL
JACKSONVILLE HIGH SCHOOL
JASPER ELEM SCHOOL
JEFFERSON ELEM SCHOOL
JEFFERSON ELEM SCHOOL
JEFFERSON MIDDLE SCHOOL
JEWEL MIDDLE SCHOOL
JOHN DEERE MIDDLE SCHOOL
JOHN F. KENNEDY JR HIGH SCHOOL
JOHN GREER ELEM SCHOOL
JOHN HERSEY HIGH SCHOOL
JONES COLLEGE PREP HIGH SCHOOL
JUAREZ HIGH SCHOOL

KANKAKEE JUNIOR HIGH SCHOOL
KENNEDY MIDDLE SCHOOL
KEWANEE HIGH SCHOOL
KIMBALL HILL ELEM SCHOOL
KIMBALL MIDDLE SCHOOL
KIMES ELEM SCHOOL
KING SCHOOL
KINGS ELEMENTARY SCHOOL
KINGSLEY ELEMENTARY SCHOOL
KINZIE ELEM SCHOOL
KIPLING ELEM SCHOOL
KIPLING ELEM SCHOOL
KIRBY ELEM SCHOOL
KOMAREK ELEM SCHOOL

L D BRADY ELEM SCHOOL
LADD COMM CONS SCH DIST 94
LAKE FOREST HIGH SCHOOL
LAKE PARK HIGH SCHOOL
LAKEWOOD FALLS ELEM SCHOOL
LANDMARK ELEM SCHOOL
LANE TECHNICAL HIGH SCHOOL
LASALLE ELEM LANGUAGE ACADEMY
LAWRENCEVILLE HIGH SCHOOL
LEAL ELEM SCHOOL
LEGGEE ELEMENTARY SCHOOL
LEWISTOWN HIGH SCHOOL
LIBERTY ELEM SCHOOL
LIBERTYVILLE HIGH SCHOOL
LILY LAKE GRADE SCHOOL
LIMESTONE COMMUNITY HIGH SCHOOL
LIMESTONE ELEM SCHOOL
LIMESTONE WALTERS ELEM SCHOOL
LINCOLN-WAY CENTRAL HIGH SCHOOL
LINCOLN-WAY EAST HIGH SCHOOL
LINCOLN ELEM SCHOOL
LINCOLN JR HIGH SCHOOL
LINCOLN JR HIGH SCHOOL
LINCOLN JR HIGH SCHOOL
LINCOLN MIDDLE SCHOOL
LINCOLN MIDDLE SCHOOL
LINCOLN TRAIL ELEM SCHOOL
LINCOLNWOOD JR HIGH SCHOOL

District Name

J S MORTON H S DISTRICT 201
SCH DISTRICT 45 DUPAGE COUNTY
JACKSONVILLE SCHOOL DIST 117
JASPER COMM CONS SCHOOL DIST 17
CHARLESTON C U SCHOOL DIST 1
JOHNSTON CITY C U SCH DIST 1
AURORA WEST UNIT SCHOOL DIST 129
AURORA WEST UNIT SCHOOL DIST 129
MOLINE UNIT SCHOOL DISTRICT 40
NAPERVILLE C U SCH DIST 203
HOOPESTON AREA C U SCH DIST 11
TOWNSHIP HIGH SCHOOL DIST 214
CITY OF CHICAGO SCHOOL DIST 299
CITY OF CHICAGO SCHOOL DIST 299

KANKAKEE SCHOOL DIST 111
ROCKFORD SCHOOL DIST 205
KEWANEE COMM UNIT SCH DIST 229
PALATINE C C SCHOOL DIST 15
SCHOOL DISTRICT 46
STREATOR ELEM SCHOOL DIST 44
GALESBURG C U SCHOOL DIST 205
KINGS CONSOLIDATED SCH DIST 144
EVANSTON C C SCHOOL DIST 65
CITY OF CHICAGO SCHOOL DIST 299
DEERFIELD SCHOOL DIST 109
CITY OF CHICAGO SCHOOL DIST 299
KIRBY SCHOOL DIST 140
KOMAREK SCHOOL DIST 94

AURORA EAST UNIT SCHOOL DIST 131
LADD COMM CONS SCHOOL DIST 94
LAKE FOREST COMM H S DISTRICT 115
LAKE PARK COMM H S DIST 108
PLAINFIELD SCHOOL DIST 202
MCHENRY C C SCHOOL DIST 15
CITY OF CHICAGO SCHOOL DIST 299
CITY OF CHICAGO SCHOOL DIST 299
LAWRENCE CO C U DISTRICT 20
URBANA SCHOOL DIST 116
CONSOLIDATED SCHOOL DISTRICT 158
LEWISTOWN SCHOOL DIST 97
ORLAND SCHOOL DISTRICT 135
COMMUNITY HIGH SCH DIST 128
CENTRAL COMM UNIT SCH DIST 301
LIMESTONE COMM HIGH SCH DIST 310
HERSCHER COMM UNIT SCH DIST 2
LIMESTONE WALTERS C C S DIST 316
LINCOLN WAY COMM H S DIST 210
LINCOLN WAY COMM H S DIST 210
CLINTON C U SCHOOL DIST 15
MOUNT PROSPECT SCHOOL DIST 57
NAPERVILLE C U DIST 203
LINCOLN ELEM SCHOOL DIST 27
PARK RIDGE C C SCHOOL DIST 64
SCHILLER PARK SCHOOL DIST 81
MAHOMET-SEYMOUR C U SCH DIST 3
PANHANDLE COMM UNIT SCH DIST 2

Powerful Libraries Make Powerful Learners: The Illinois Study

School Name

LIONS PARK ELEM SCHOOL
LISBON GRADE SCHOOL
LISLE HIGH SCHOOL
LISLE JUNIOR HIGH SCHOOL
LITCHFIELD MIDDLE SCHOOL
LITCHFIELD SENIOR HIGH SCHOOL
LOCKPORT TOWNSHIP HIGH SCH EAST
LODA ELEMENTARY SCHOOL
LOGAN ELEM SCHOOL
LOGAN ELEM SCHOOL
LOGAN JR HIGH SCHOOL
LOMBARD JR HIGH SCHOOL
LONGFELLOW ELEM SCHOOL
LOSTANT ELEM SCHOOL

M L KING JR ELEM SCHOOL
MACOMB JUNIOR HIGH SCHOOL
MACOMB SENIOR HIGH SCHOOL
MADISON JR HIGH SCHOOL
MAERCKER ELEM SCHOOL
MAHOMET-SEYMOUR JR HIGH SCHOOL
MAINE EAST HIGH SCHOOL
MAINE SOUTH HIGH SCHOOL
MAINE WEST HIGH SCHOOL
MARENGO HIGH SCHOOL
MAROA-FORSYTH JUNIOR HIGH SCHOOL
MAROA-FORSYTH SENIOR HIGH SCH
MARSEILLES ELEMENTARY SCHOOL
MARSHALL METROPOLITAN HIGH SCHOOL
MARY ENDRES ELEMENTARY SCHOOL
MASCOUTAH MIDDLE SCHOOL
MASSAC COUNTY HIGH SCHOOL
MATHERVILLE INTERMEDIATE SCHOOL
MAUD E JOHNSON ELEM SCHOOL
MCCORMICK ELEM SCHOOL
MCCRAY-DEWEY SCHOOL
MCCUTCHEON ELEM SCHOOL
MCELVAIN ELEM SCHOOL
MCHENRY MIDDLE SCHOOL
MCLEAN/WAYNESVILLE ELEM SCHOOL
MEADE PARK ELEM SCHOOL
MEADOW VIEW ELEMENTARY SCHOOL
MELZER SCHOOL
MEMORIAL ELEM SCHOOL
MERIDIAN HIGH SCHOOL
MERIDIAN MIDDLE SCHOOL
MERIDIAN SENIOR HIGH SCHOOL
METAMORA HIGH SCHOOL
MIDLAND ELEMENTARY SCHOOL
MIDLAND HIGH SCHOOL
MIDLAND MIDDLE SCHOOL
MILL CREEK SCHOOL
MILLBURN C C SCHOOL
MILLENNIUM ELEM SCHOOL
MILLSTADT ELEM SCHOOL
MINIER/ARMINGTON ELEM SCHOOL
MINOOKA INTERMEDIATE SCHOOL
MOKENA JR HIGH SCHOOL

District Name

MOUNT PROSPECT SCHOOL DIST 57
LISBON COMM CONS SCH DIST 90
LISLE C U SCH DIST 202
LISLE C U SCH DIST 202
LITCHFIELD C U SCHOOL DIST 12
LITCHFIELD C U SCHOOL DIST 12
LOCKPORT TWP HS DIST 205
PAXTON-BUCKLEY-LODA CU DIST 10
MOLINE UNIT SCHOOL DISTRICT 40
FARMINGTON CENTRAL C U S D 265
PRINCETON ELEM SCHOOL DIST 115
GALESBURG C U SCHOOL DIST 205
OAK PARK ELEM SCHOOL DIST 97
LOSTANT COMM UNIT SCH DIST 425

URBANA SCHOOL DIST 116
MACOMB COMM UNIT SCH DIST 185
MACOMB COMM UNIT SCH DIST 185
NAPERVILLE C U DIST 203
MAERCKER SCHOOL DISTRICT 60
MAHOMET-SEYMOUR C U SCH DIST 3
MAINE TOWNSHIP H S DIST 207
MAINE TOWNSHIP H S DIST 207
MAINE TOWNSHIP H S DIST 207
MARENGO COMM HS DIST 154
MAROA FORSYTH C U SCH DIST 2
MAROA FORSYTH C U SCH DIST 2
MARSEILLES ELEM SCHOOL DIST 150
CITY OF CHICAGO SCHOOL DIST 299
WOODSTOCK C U SCHOOL DIST 200
MASCOUTAH C U DISTRICT 19
MASSAC UNIT DISTRICT #1
SHERRARD COMM UNIT SCH DIST 200
ROCKFORD SCHOOL DIST 205
CITY OF CHICAGO SCHOOL DIST 299
TRIAD COMM UNIT SCHOOL DIST 2
CITY OF CHICAGO SCHOOL DIST 299
MURPHYSBORO C U SCH DIST 186
MCHENRY C C SCHOOL DIST 15
OLYMPIA C U SCHOOL DIST 16
DANVILLE C C SCHOOL DIST 118
PLAINFIELD SCHOOL DIST 202
EAST MAINE SCHOOL DIST 63
TAYLORVILLE C U SCH DIST 3
MERIDIAN C U SCH DISTRICT 101
APTAKISIC-TRIPP C C S DIST 102
MERIDIAN COMM UNIT SCH DIST 15
METAMORA TWP H S DIST 122
MIDLAND COMMUNITY UNIT DIST 7
MIDLAND COMMUNITY UNIT DIST 7
MIDLAND COMMUNITY UNIT DIST 7
GENEVA COMM UNIT SCH DIST 304
MILLBURN C C SCHOOL DIST 24
KIRBY SCHOOL DIST 140
MILLSTADT C C SCH DIST 160
OLYMPIA C U SCHOOL DIST 16
MINOOKA COMM CONS S DIST 201
MOKENA SCHOOL DIST 159

Powerful Libraries Make Powerful Learners: The Illinois Study

School Name

MONTESSORI MAGNET SCHOOL
MORRIS COMMUNITY HIGH SCHOOL
MORRISON JR HIGH SCHOOL
MOUNT AUBURN ELEM SCHOOL
MOUNT PULASKI HIGH SCHOOL
MT CARMEL MIDDLE SCHOOL
MT CARROLL JR/SR HIGH SCHOOL
MT CARROLL ELEM SCHOOL
MUNDELEIN CONS HIGH SCHOOL
MURPHYSBORO HIGH SCHOOL

NAPERVILLE CENTRAL HIGH SCHOOL
NASHVILLE COMM HIGH SCHOOL
NATHAN HALE MIDDLE SCHOOL
NEOGA SR HIGH SCHOOL
NEW DOUGLAS ELEM SCHOOL
NEW TRIER TOWNSHIP H S WINNETKA
NEWARK COMM HIGH SCHOOL
NEWMAN GRADE SCHOOL
NEWTON COMM HIGH SCHOOL
NIELSON ELEMENTARY SCHOOL
NILES NORTH HIGH SCHOOL
NILES WEST HIGH SCHOOL
NORMAL COMMUNITY HIGH SCHOOL
NORMAL COMMUNITY WEST HIGH SCHOOL
NORTH ELEM SCHOOL
NORTH JR HIGH SCHOOL
NORTHBROOK SCHOOL
NORTHLAWN JR HIGH SCHOOL
NORTHWEST ELEM SCHOOL
NORTHWOOD MIDDLE SCHOOL
NORWOOD PARK ELEM SCHOOL
NUTTALL MIDDLE SCHOOL

O FALLON HIGH SCHOOL
O W HUTH MIDDLE SCHOOL
OAK FOREST HIGH SCHOOL
OAKLAND PARK ELEM SCHOOL
OAKWOOD HIGH SCHOOL
ODIN ELEM SCHOOL
ODIN HIGH SCHOOL
OHIO COM CONS GRADE SCHOOL
OHIO COMMUNITY HIGH SCHOOL
OLD ORCHARD JR HIGH SCHOOL
OLD POST ELEMENTARY SCHOOL
OLIVER JULIAN KENDALL ELEM SCHOOL
OLYMPIA MIDDLE SCHOOL
ORANGEVILLE ELEM SCHOOL
ORANGEVILLE HIGH SCHOOL
ORANGEVILLE JR HIGH SCHOOL
OREGON HIGH SCHOOL
OSWEGO HIGH SCHOOL
OTTAWA TOWNSHIP HIGH SCHOOL

P L BOLIN ELEM SCHOOL
PANA SR HIGH SCHOOL
PATOKA ELEM SCHOOL
PATOKA JR HIGH SCHOOL
PATOKA SR HIGH SCHOOL

District Name

ROCKFORD SCHOOL DIST 205
MORRIS COMM HIGH SCH DIST 101
MORRISON COMM UNIT SCH DIST 6
TAYLORVILLE C U SCH DIST 3
MT PULASKI COMM UNIT DIST 23
WABASH C U SCH DIST 348
MT CARROLL COMM UNIT DIST 304
MT CARROLL COMM UNIT DIST 304
MUNDELEIN CONS HIGH SCH DIST 120
MURPHYSBORO C U SCH DIST 186

NAPERVILLE C U DIST 203
NASHVILLE COMM H S DISTRICT 99
COOK COUNTY SCHOOL DIST 130
NEOGA COMM UNIT SCHOOL DIST 3
HIGHLAND COMM UNIT SCH DIST 5
NEW TRIER TWP H S DIST 203
NEWARK COMM H S DIST 18
SHILOH COMM UNIT SCH DIST 1
JASPER COUNTY COMM UNIT DIST 1
GALESBURG C U SCHOOL DIST 205
NILES TWP COMM HIGH SCH DIST 219
NILES TWP COMM HIGH SCH DIST 219
MCLEAN COUNTY UNIT DIST NO 5
MCLEAN COUNTY UNIT DIST NO 5
TAYLORVILLE C U SCH DIST 3
COLLINSVILLE C U SCH DIST 10
MENDOTA C C SCHOOL DIST 289
STREATOR ELEM SCHOOL DIST 44
LINCOLN ELEM SCHOOL DIST 27
WOODSTOCK C U SCHOOL DIST 200
CITY OF CHICAGO SCHOOL DIST 299
ROBINSON C U SCHOOL DIST 2

O FALLON TWP HIGH SCH DIST 203
MATTESON ELEM SCHOOL DIST 162
BREMEN COMM H S DISTRICT 228
STREATOR ELEM SCHOOL DIST 44
OAKWOOD COMM UNIT DIST #76
ODIN SCHOOL DIST 122
ODIN COMM H S DIST 700
OHIO COMM CONS SCHOOL DIST 17
OHIO COMMUNITY H S DIST 505
SKOKIE SCHOOL DIST 68
OSWEGO COMM UNIT SCHOOL DIST 308
INDIAN PRAIRIE C U SCH DIST 204
OLYMPIA C U SCHOOL DIST 16
ORANGEVILLE C U SCHOOL DIST 203
ORANGEVILLE C U SCHOOL DIST 203
ORANGEVILLE C U SCHOOL DIST 203
OREGON C U SCHOOL DIST-220
OSWEGO COMM UNIT SCHOOL DIST 308
OTTAWA TWP H S DIST 140

EAST PEORIA SCHOOL DISTRICT 86
PANA COMM UNIT SCHOOL DIST 8
PATOKA COMM UNIT SCH DIST 100
PATOKA COMM UNIT SCH DIST 100
PATOKA COMM UNIT SCH DIST 100

Powerful Libraries Make Powerful Learners: The Illinois Study

School Name

PAUL REVERE INTERMEDIATE SCHOOL
PAW PAW ELEM SCHOOL
PAW PAW JR/SR HIGH SCHOOL
PAXTON-BUCKLEY-LODA JR HIGH SCH
PEKIN COMMUNITY HIGH SCHOOL
PETER J PALOMBI SCHOOL
PETERSON ELEM SCHOOL
PLAINFIELD HIGH SCHOOL
PLAINFIELD SOUTH HIGH SCHOOL
PLANO HIGH SCHOOL
PLEASANT PLAINS HIGH SCHOOL
PLEASANT RIDGE ELEM SCHOOL
POLO COMM HIGH SCHOOL
PONTIAC JR HIGH SCHOOL
PORTA CENTRAL
PORTA HIGH SCHOOL
PORTA JR HIGH SCHOOL
PRAIRIE HILL SCHOOL
PRAIRIE VIEW MIDDLE SCHOOL
PRINCEVILLE ELEM SCHOOL
PROSPECT ELEM SCHOOL
PROVISO EAST HIGH SCHOOL
PROVISO WEST HIGH SCHOOL
PUTNAM COUNTY HIGH SCHOOL
PUTNAM COUNTY JR HIGH SCHOOL

District Name

COOK COUNTY SCHOOL DIST 130
LEE CENTER C U SCHOOL DIST 271
LEE CENTER C U SCHOOL DIST 271
PAXTON-BUCKLEY-LODA CU DIST 10
PEKIN COMM H S DIST 303
LAKE VILLA C C SCHOOL DIST 41
CITY OF CHICAGO SCHOOL DIST 299
PLAINFIELD SCHOOL DIST 202
PLAINFIELD SCHOOL DIST 202
PLANO COMM UNIT SCHOOL DIST 88
PLEASANT PLAINS C U SCHOOL DIST 8
GLENVIEW C C SCHOOL DIST 34
POLO COMM UNIT SCHOOL DIST 222
PONTIAC-W HOLLIDAY SCH DIST 105
PORTA COMM UNIT SCHOOL DIST 202
PORTA COMM UNIT SCHOOL DIST 202
PORTA COMM UNIT SCHOOL DIST 202
CARY C C SCHOOL DIST 26
KIRBY SCHOOL DIST 140
PRINCEVILLE C U SCH DIST 326
C C SCHOOL DIST 181
PROVISO TWP H S DIST 209
PROVISO TWP H S DIST 209
PUTNAM CO C U SCHOOL DIST 535
PUTNAM CO C U SCHOOL DIST 535

RAY ELEM SCHOOL
RAYMOND ELEM SCHOOL
REAGAN MIDDLE SCHOOL
REAVIS HIGH SCHOOL
RED BUD ELEM SCHOOL
RED BUD HIGH SCHOOL
RED OAK ELEM SCHOOL
REED-CUSTER HIGH SCHOOL
REED-CUSTER MIDDLE SCHOOL
RHODES ELEM SCHOOL
RICH CENTRAL CAMPUS HIGH SCHOOL
RICHMOND GRADE SCHOOL
RIDGEVIEW HIGH SCHOOL
RIVER BEND MIDDLE SCHOOL
RIVER GROVE ELEM SCHOOL
RIVER VIEW ELEMENTARY SCHOOL
RIVERDALE ELEM SCHOOL
RIVERDALE MIDDLE SCHOOL
RIVERDALE SR HIGH SCHOOL
RIVERSIDE BROOKFIELD TWP HS
ROANOKE-BENSON HIGH SCHOOL
ROBERT CLOW ELEM SCH
ROBINSON HIGH SCHOOL
ROCHESTER HIGH SCHOOL
ROCHESTER MIDDLE SCHOOL
ROCKFORD EAST HIGH SCHOOL
ROCKFORD ENVRNMNTL SCIENCE ACAD
ROSELLE MIDDLE SCHOOL
ROUND LAKE SENIOR HIGH SCHOOL
ROXANA JUNIOR HIGH SCHOOL
ROXANA SR HIGH SCHOOL
RYDER ELEM MATH & SCI SPEC SCHOOL

CITY OF CHICAGO SCHOOL DIST 299
CITY OF CHICAGO SCHOOL DIST 299
DIXON UNIT SCHOOL DIST 170
REAVIS TWP H S DIST 220
RED BUD C U SCHOOL DIST 132
RED BUD C U SCHOOL DIST 132
NORTH SHORE SD 112
REED CUSTER C U SCH DIST 255U
REED CUSTER C U SCH DIST 255U
RHODES SCHOOL DIST 84-5
RICH TWP H S DISTRICT 227
NIPPERSINK SCHOOL DIST 2
RIDGEVIEW COMM UNIT SCH DIST 19
RIVER BEND COMM UNIT DIST 2
RIVER GROVE SCHOOL DIST 85-5
PLAINFIELD SCHOOL DIST 202
RIVERDALE C U SCHOOL DIST 100
RIVERDALE C U SCHOOL DIST 100
RIVERDALE C U SCHOOL DIST 100
RIVERSIDE BROOKFIELD TWP DIST 208
ROANOKE BENSON C U S DIST 60
INDIAN PRAIRIE C U SCH DIST 204
ROBINSON C U SCHOOL DIST 2
ROCHESTER COMM UNIT SCH DIST 3A
ROCHESTER COMM UNIT SCH DIST 3A
ROCKFORD SCHOOL DIST 205
ROCKFORD SCHOOL DIST 205
ROSELLE SCHOOL DISTRICT 12
ROUND LAKE AREA SCHS - DIST 116
ROXANA COMM UNIT SCHOOL DIST 1
ROXANA COMM UNIT SCHOOL DIST 1
CITY OF CHICAGO SCHOOL DIST 299

Powerful Libraries Make Powerful Learners: The Illinois Study

School Name	District Name
SANDOVAL ELEM SCHOOL	SANDOVAL C U SCHOOL DIST 501
SANDOVAL SR HIGH SCHOOL	SANDOVAL C U SCHOOL DIST 501
SANDRIDGE ELEM SCHOOL	SANDRIDGE SCHOOL DISTRICT 172
SANDWICH COMMUNITY HIGH SCHOOL	SANDWICH C U SCHOOL DIST 430
SCALES MOUND ELEM SCHOOL	SCALES MOUND C U SCH DISTRICT 211
SCALES MOUND HIGH SCHOOL	SCALES MOUND C U SCH DISTRICT 211
SCALES MOUND JR HIGH SCHOOL	SCALES MOUND C U SCH DISTRICT 211
SCHAUMBURG HIGH SCHOOL	TOWNSHIP H S DIST 211
SCHIESHER ELEM SCHOOL	LISLE C U SCH DIST 202
SCHRUM MEMORIAL SCHOOL	HOOVER-SCHRUM MEMORIAL SD 157
SCHURZ HIGH SCHOOL	CITY OF CHICAGO SCHOOL DIST 299
SCOTT ELEMENTARY SCHOOL	NAPERVILLE C U DIST 203
SENN HIGH SCHOOL	CITY OF CHICAGO SCHOOL DIST 299
SERENA HIGH SCHOOL	COMMUNITY UNIT SCH DIST 2
SEWARD ELEM COMMUNICATION ARTS AC	CITY OF CHICAGO SCHOOL DIST 299
SHELBYVILLE HIGH SCHOOL	SHELBYVILLE C U SCHOOL DIST 4
SHEPHERD MIDDLE SCHOOL	OTTAWA ELEM SCHOOL DIST 141
SHERMAN ELEM SCHOOL	CITY OF CHICAGO SCHOOL DIST 299
SHERMAN ELEM SCHOOL	STREATOR ELEM SCHOOL DIST 44
SHERRARD JR HIGH SCHOOL	SHERRARD COMM UNIT SCH DIST 200
SHILOH HIGH SCHOOL	SHILOH COMM UNIT SCH DIST 1
SHIRLAND C C SCHOOL	SHIRLAND C C SCHOOL DIST 134
SIEDEN PRAIRIE ELEMENTARY SCHOOL	ELEM SCHOOL DISTRICT 159
SOUTH BELOIT SR HIGH SCHOOL	SOUTH BELOIT C U SCH DIST 320
SOUTH ELEM SCHOOL	COMM CONSOLIDATED SCH DIST 62
SOUTH ELEM SCHOOL	TAYLORVILLE C U SCH DIST 3
SOUTH PARK ELEM SCHOOL	DEERFIELD SCHOOL DIST 109
SOUTH ROXANA ELEM SCHOOL	ROXANA COMM UNIT SCHOOL DIST 1
SOUTHEASTERN HIGH SCHOOL	SOUTHEASTERN C U SCH DIST 337
SOUTHEASTERN JR HIGH SCHOOL	SOUTHEASTERN C U SCH DIST 337
SOUTHWEST ELEM SCHOOL	DANVILLE C C SCHOOL DIST 118
SOUTHWESTERN HIGH SCHOOL	SOUTHWESTERN C U SCH DIST 9
SOUTHWESTERN MIDDLE SCHOOL	SOUTHWESTERN C U SCH DIST 9
SPARLAND ELEMENTARY SCHOOL	MIDLAND COMMUNITY UNIT DIST 7
SPARTA-LINCOLN MIDDLE SCHOOL	SPARTA C U SCHOOL DIST 140
SPOON RIVER VALLEY ELEM SCHOOL	SPOON RIVER VALLEY C U S DIST 4
SPOON RIVER VALLEY JR HIGH SCH	SPOON RIVER VALLEY C U S DIST 4
SPOON RIVER VALLEY SR HIGH SCH	SPOON RIVER VALLEY C U S DIST 4
SPRING GROVE ELEMENTARY SCHOOL	NIPPERSINK SCHOOL DIST 2
SPRING WOOD MIDDLE SCHOOL	KEENEYVILLE SCHOOL DISTRICT 20
SPRINGFIELD ELEM SCHOOL	MIDLOTHIAN SCHOOL DIST 143
SPRINGFIELD HIGH SCHOOL	SPRINGFIELD SCHOOL DISTRICT 186
SPRINGMAN MIDDLE SCHOOL	GLENVIEW C C SCHOOL DIST 34
SPRY ELEM COMMUNITY SCHOOL	CITY OF CHICAGO SCHOOL DIST 299
ST CHARLES NORTH HIGH SCHOOL	ST CHARLES C U SCHOOL DIST 303
ST ELMO JR HIGH SCHOOL	ST ELMO C U SCHOOL DIST 202
ST ELMO SR HIGH SCHOOL	ST ELMO C U SCHOOL DIST 202
ST JOSEPH ELEM SCHOOL	ST JOSEPH C C SCHOOL DIST 169
STANFORD GRADE SCHOOL	OLYMPIA C U SCHOOL DIST 16
STARK COUNTY HIGH SCHOOL	STARK COUNTY C U SCH DIST 100
STARK COUNTY JUNIOR HIGH SCHOOL	STARK COUNTY C U SCH DIST 100
STEPHEN MACK MIDDLE SCHOOL	ROCKTON SCH DIST 140
STEVENSON SCHOOL	EAST MAINE SCHOOL DIST 63
STONINGTON ELEM SCHOOL	TAYLORVILLE C U SCH DIST 3
STRATTON ELEMENTARY SCHOOL	CHAMPAIGN COMM UNIT SCH DIST 4
STREAMWOOD HIGH SCHOOL	SCHOOL DISTRICT 46
STREATOR TWP HIGH SCHOOL	STREATOR TWP H S DIST 40

Powerful Libraries Make Powerful Learners: The Illinois Study

School Name

TATE WOODS ELEM SCHOOL
TAYLOR ELEM SCHOOL
TAYLORVILLE JR HIGH SCHOOL
TEUTOPOLIS HIGH SCHOOL
THE JOSEPH SEARS SCHOOL
THE LANE ELEM SCHOOL
THOMAS EDISON ELEM SCHOOL
THOMAS METCALFE SCHOOL
THOMAS MIDDLE SCHOOL
THOMAS PAINE ELEM SCHOOL
THOMASBORO GRADE SCHOOL
THOMPSON JR HIGH SCHOOL
THORNWOOD HIGH SCHOOL
TINLEY PARK HIGH SCHOOL
TRI-VALLEY MIDDLE SCHOOL
TRIAD HIGH SCHOOL
TRIAD MIDDLE SCHOOL
TRICO JR HIGH SCHOOL
TRICO SENIOR HIGH SCHOOL
TRIOPIA GRADE SCHOOL
TRIOPIA JR-SR HIGH SCHOOL
TROY CRAUGHWELL SCHOOL
TROY CROSSROADS ELEM SCHOOL
TROY HERITAGE TRAIL SCHOOL
TROY MIDDLE SCHOOL
TROY SHOREWOOD SCHOOL
TUSCOLA HIGH SCHOOL

UNITED TWP HIGH SCHOOL
UNITY HIGH SCHOOL
UNITY HIGH SCHOOL
UNITY JR HIGH SCHOOL
UNITY POINT ELEM SCHOOL
UNITY WEST
UNIV OF ILLINOIS LAB SCHOOL

V H NELSON ELEM SCHOOL
V I T ELEMENTARY SCHOOL
V I T SR HIGH SCHOOL
VANDALIA COMMUNITY HIGH SCHOOL
VANDALIA JUNIOR HIGH SCHOOL
VICTOR J ANDREW HIGH SCHOOL
VILLA GROVE ELEM SCHOOL
VILLA GROVE HIGH SCHOOL
VILLA GROVE JR HIGH SCHOOL
VIRGIL I GRISSOM MIDDLE SCHOOL

WALDEN ELEM SCHOOL
WALKERS GROVE ELEMENTARY SCHOOL
WALLACE ELEM SCHOOL
WALTER F FIERKE ED CENTER
WARREN JR HIGH SCHOOL
WARREN SR HIGH SCHOOL
WASHINGTON-MONROE ELEM SCHOOL
WASHINGTON ELEM SCHOOL
WASHINGTON ELEM SCHOOL
WASHINGTON MIDDLE SCHOOL
WASHINGTON SCHOOL

District Name

LISLE C U SCH DIST 202
CITY OF CHICAGO SCHOOL DIST 299
TAYLORVILLE C U SCH DIST 3
TEUTOPOLIS C U SCHOOL DIST 50
KENILWORTH SCHOOL DIST 38
C C SCHOOL DIST 181
SKOKIE SCHOOL DIST 69
MCLEAN COUNTY UNIT DIST NO 5
ARLINGTON HEIGHTS SCH DIST 25
URBANA SCHOOL DIST 116
THOMASBORO C C SCHOOL DIST 130
OSWEGO COMM UNIT SCHOOL DIST 308
THORNTON TWP H S DIST 205
BREMEN COMM H S DISTRICT 228
TRI VALLEY C U SCHOOL DISTRICT 3
TRIAD COMM UNIT SCHOOL DIST 2
TRIAD COMM UNIT SCHOOL DIST 2
TRICO COMM UNIT SCH DISTRICT 176
TRICO COMM UNIT SCH DISTRICT 176
TRIOPIA C U SCHOOL DISTRICT 27
TRIOPIA C U SCHOOL DISTRICT 27
TROY COMM CONS SCH DIST 30C
TROY COMM CONS SCH DIST 30C
TROY COMM CONS SCH DIST 30C
TROY COMM CONS SCH DIST 30C
TROY COMM CONS SCH DIST 30C
TUSCOLA C U SCHOOL DIST 301

UNITED TWP HS DISTRICT 30
TOLONO C U SCHOOL DIST 7
COMMUNITY UNIT SCHOOL DIST 4
TOLONO C U SCHOOL DIST 7
UNITY POINT C C SCHOOL DIST 140
TOLONO C U SCHOOL DIST 7
UNIV OF ILLINOIS

EAST MAINE SCHOOL DIST 63
V I T COMM UNIT SCH DISTRICT 2
V I T COMM UNIT SCH DISTRICT 2
VANDALIA C U SCH DIST 203
VANDALIA C U SCH DIST 203
CONS HIGH SCHOOL DISTRICT 230
VILLA GROVE C U SCH DIST 302
VILLA GROVE C U SCH DIST 302
VILLA GROVE C U SCH DIST 302
KIRBY SCHOOL DIST 140

DEERFIELD SCHOOL DIST 109
PLAINFIELD SCHOOL DIST 202
WALLACE C C SCHOOL DIST 195
TINLEY PARK COMM CONS SCH DST 146
WARREN COMM UNIT SCHOOL DIST 205
WARREN COMM UNIT SCHOOL DIST 205
LINCOLN ELEM SCHOOL DIST 27
EAST MAINE SCHOOL DIST 63
EVANSTON C C SCHOOL DIST 65
AURORA WEST UNIT SCHOOL DIST 129
MONTICELLO C U SCHOOL DIST 25

Powerful Libraries Make Powerful Learners: The Illinois Study

School Name

WATERBURY ELEM SCHOOL
 WATERLOO HIGH SCHOOL
 WAUBONSIE VALLEY HIGH SCHOOL
 WAUCONDA ELEM SCHOOL
 WAYNE CITY ATTENDANCE CENTER
 WEBSTER ELEM SCHOOL
 WELLS ELEMENTARY SCHOOL
 WEST AURORA HIGH SCHOOL
 WEST ELEM SCHOOL
 WEST ELEMENTARY SCHOOL
 WEST MIDDLE SCHOOL
 WEST PIKE HIGH SCHOOL
 WEST PIKE JR HIGH SCHOOL
 WEST VIEW ELEM SCHOOL
 WESTCHESTER INTERMEDIATE SCHOOL
 WESTCHESTER MIDDLE SCHOOL
 WESTMONT HIGH SCHOOL
 WESTMORE ELEM SCHOOL
 WESTVIEW ELEM SCHOOL
 WESTVIEW HILLS MIDDLE SCHOOL
 WETHERSFIELD ELEM SCHOOL
 WETHERSFIELD JR/SR HIGH SCHOOL
 WHEATLAND ELEM SCHOOL
 WHEELING HIGH SCHOOL
 WILLIAM HATCH ELEM SCHOOL
 WILLIAM HOLLIDAY ELEM SCHOOL
 WILLIAMSFIELD COMM UNIT SCHOOL
 WILLIAMSVILLE HIGH SCHOOL
 WILLIAMSVILLE JR HIGH SCHOOL
 WILLOW CREEK ELEM SCHOOL
 WILLOWBROOK HIGH SCHOOL
 WILMOT ELEM SCHOOL
 WINCHESTER HIGH SCHOOL
 WINNEBAGO HIGH SCHOOL
 WITT ELEMENTARY SCHOOL
 WM HAMMERSCHMIDT ELEM SCHOOL
 WOOD OAKS JR HIGH SCHOOL
 WOODLAND ELEMENTARY SCHOOL
 WOODLAND MIDDLE SCHOOL
 WOODLAWN COMM HIGH SCHOOL
 WOODRUFF HIGH SCHOOL
 WOODSTOCK HIGH SCHOOL

 YANKEE RIDGE ELEM SCHOOL
 YATES CITY ELEMENTARY SCHOOL
 YORK COMM HIGH SCHOOL

District Name

KEENEYVILLE SCHOOL DISTRICT 20
 WATERLOO COMM UNIT SCH DIST 5
 INDIAN PRAIRIE C U SCH DIST 204
 WAUCONDA COMM UNIT S DIST 118
 WAYNE CITY C U SCHOOL DIST 100
 CLINTON C U SCHOOL DIST 15
 GRAYVILLE C U SCHOOL DIST 1
 AURORA WEST UNIT SCHOOL DIST 129
 TAYLORVILLE C U SCH DIST 3
 ZION ELEMENTARY SCHOOL DISTRICT 6
 ROCKFORD SCHOOL DIST 205
 WEST PIKE COMM UNIT SCH DIST 2
 WEST PIKE COMM UNIT SCH DIST 2
 ROCKFORD SCHOOL DIST 205
 WESTCHESTER SCHOOL DIST 92-5
 WESTCHESTER SCHOOL DIST 92-5
 WESTMONT C U SCHOOL DIST 201
 SCH DISTRICT 45 DUPAGE COUNTY
 CHAMPAIGN COMM UNIT SCH DIST 4
 MAERCKER SCHOOL DISTRICT 60
 WETHERSFIELD C U SCH DIST 230
 WETHERSFIELD C U SCH DIST 230
 INDIAN PRAIRIE C U SCH DIST 204
 TOWNSHIP HIGH SCHOOL DIST 214
 OAK PARK ELEM SCHOOL DIST 97
 PONTIAC-W HOLLIDAY SCH DIST 105
 WILLIAMSFIELD C U SCHOOL DIST 210
 WILLIAMSVILLE C U SCHOOL DIST 15
 WILLIAMSVILLE C U SCHOOL DIST 15
 WOODRIDGE SCHOOL DIST 68
 DU PAGE HIGH SCHOOL DIST 88
 DEERFIELD SCHOOL DIST 109
 WINCHESTER C U SCH DIST 1
 WINNEBAGO C U SCH DIST 323
 HILLSBORO COMM UNIT SCH DIST 3
 LOMBARD SCHOOL DISTRICT 44
 NORTHBROOK ELEM SCHOOL DIST 27
 EDWARDSVILLE C U SCHOOL DIST 7
 WOODLAND C C SCHOOL DIST 50
 WOODLAWN COMM H S DIST 205
 PEORIA SCHOOL DISTRICT 150
 WOODSTOCK C U SCHOOL DIST 200

 URBANA SCHOOL DIST 116
 FARMINGTON CENTRAL C U S D 265
 ELMHURST SCHOOL DIST 205

ZEIGLER-ROYALTON HIGH SCHOOL ZEIGLER-ROYALTON C U S DIST 188

