

Palisades High School Library Media Center

Annual End of Year Report

June, 2010

Compiled and Composed by
Karen Hornberger, Library Media Specialist

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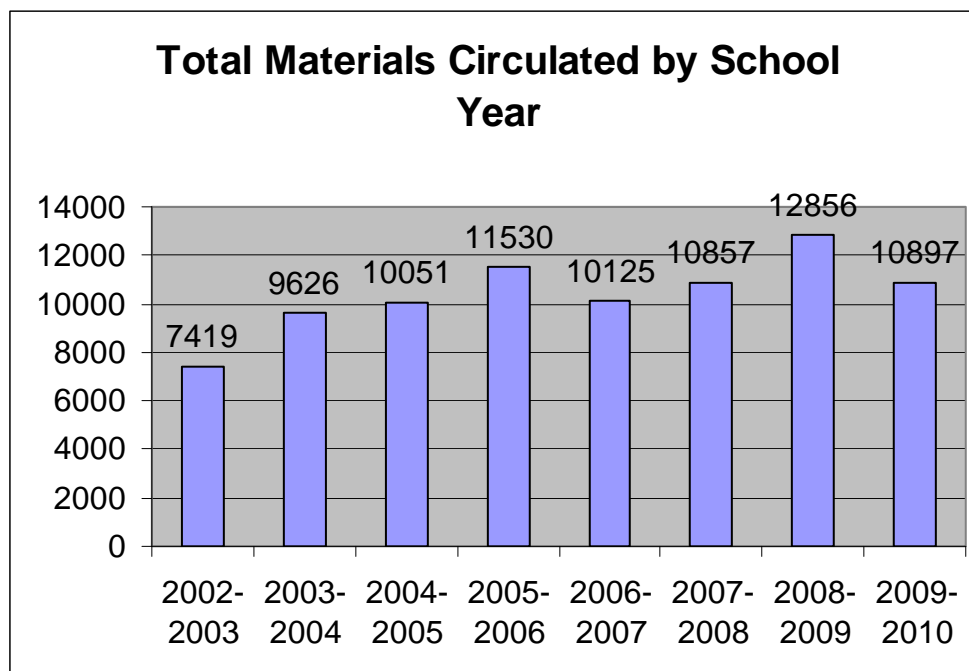
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Purpose of Report:

Our eighth annual report has been compiled in order to educate readers on the state of the library media program at Palisades High School located in Kintnersville, PA. Included is information about our library program and the services that we provide to approximately 700 students and approximately 60 faculty members.

Our Collection:

- This year our collection has grown from 27,939 to 28,859 copies in the library. This statistic reflects not only the addition of new materials, but also the removal of damaged or obsolete materials.
- Our circulation statistics continue to be highly impressive for a high school of our size! The following statistics do not reflect the e-books accessed this year, the use of the subscription databases, or the circulation of graphing calculators. By the end of May, we achieved a circulation of 10,897 materials this year. While this is a lower number than our previous year, we saw a substantial increase in subscription database usage. Subscription databases are extremely useful in acquiring up to date, factual information. This year, we also faced a lowering in enrollment which is projected to continue throughout upcoming years.

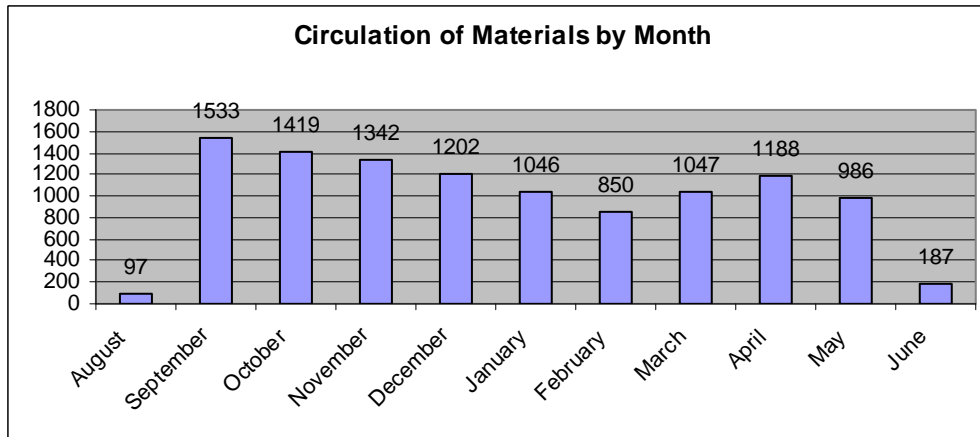


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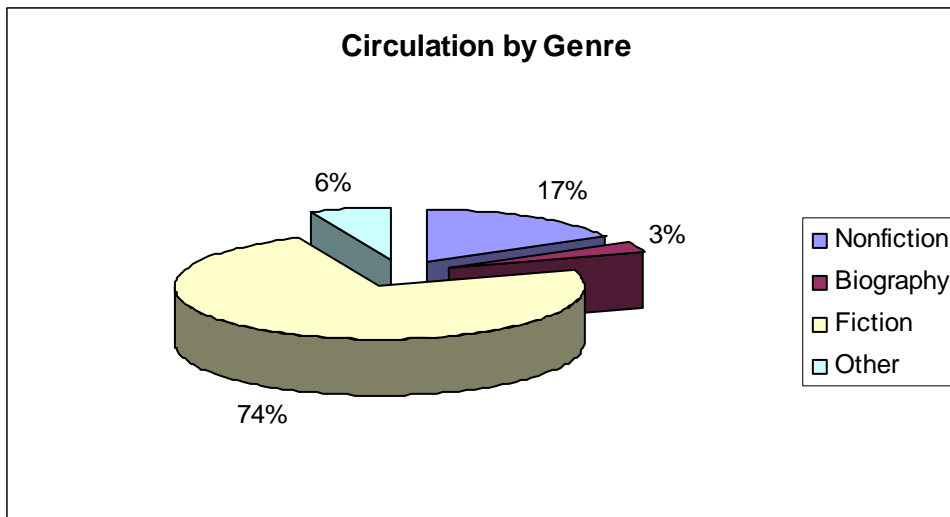
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Our Collection, continued:

- September was our month with the highest volume of materials circulated.



- Fiction was our most heavily used section, with a total of 8,020 fiction materials circulated.



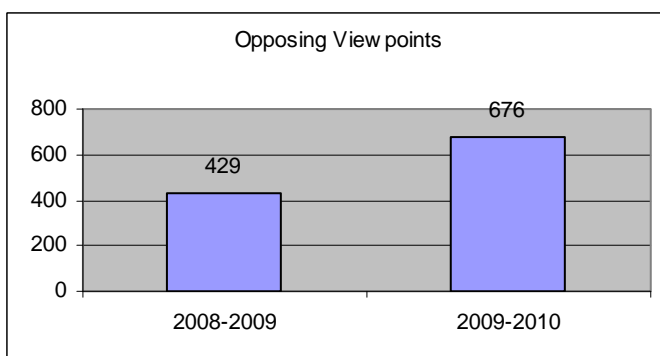
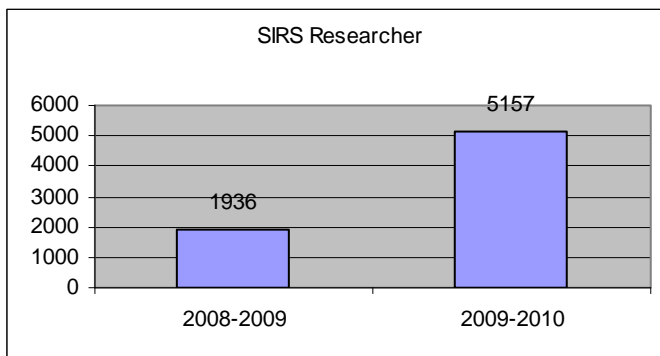
- Many students use our interlibrary loan services to obtain college level materials for research from Pennsylvania colleges. This year we requested 140 materials from other libraries throughout Pennsylvania. This is a decrease from last school year, when we requested a total of 234 materials from outside sources. Our total is significantly greater than average for a public school library. I believe that this statistic is understandable, given limited access to public community libraries within district boundaries.

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Our Collection, accomplishments and goals:

- Focal areas for new materials were additional resources for lower level readers. We focused upon this area because we felt it was becoming difficult to provide interesting materials to our struggling readers.
- Next year we also plan to:
 - place special focus on selecting materials to prepare for social studies curricular changes
 - purchase additional subscription databases to continue service lost from state resources
- Tincum Civic Association has, yet again, graciously donated \$1,000.00 to our library this year. I cannot express how their continued donations help to improve our collection. Through donations such as this, we are able to update our collection mid-year, generating new excitement with our students. I believe, through supplemental sources such as this, we have achieved the impressive circulation numbers we are seeing and, in turn, are promoting literacy. The Tincum Civic Association raises monies through community based events with the purpose of supporting local non-profit organizations that contribute to the general welfare or enhance the quality of life in our area. Please consider helping the association by volunteering at or attending the upcoming Tincum Arts Festival, July 10-11, 2009 in Tincum Park or by visiting Stover Mill Art Gallery located on River Road in Erwinna.
- Below are charts which show total accesses for our subscription databases comparing this year's accesses to last year's. The exciting thing is that, while our circulation averages per student went down slightly, our accesses to subscription databases significantly increased.



SIRS Researcher and Opposing Viewpoints Resource Center are two databases that provide magazine articles, sources from authors on staff, images, and more. These two databases are favorites with students for research projects.

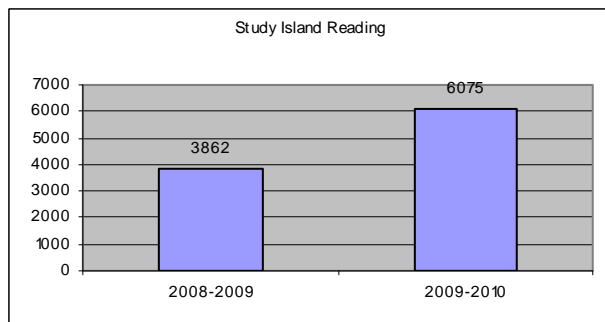
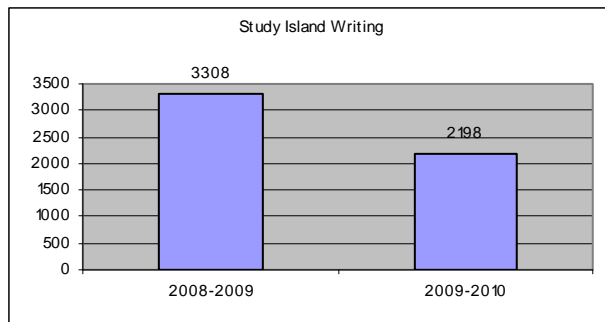
The numbers provided on the graphs on the left are reflective of the total number of articles accessed.

We saw increased usage this year on both databases and plan to continue to provide both to students during the 2010-2011 school year.

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Our Collection, accomplishments and goals, cont.:



Study Island is a web based program which is aligned with PSSA testing and allows students to interact with rigorous academic content, helping students master the academic standards specific to their grade level.

Students have the option of interacting with this program in test taking mode or in game mode. Our subscription to the reading, writing, and science sections was purchased via a grant obtained by our assistant superintendent.

The numbers provided on the graphs on the left are reflective of the total number of questions answered.

Study Island Science was not purchased last year and, therefore, is not displayed in a graph to the left. This year we had 4256 questions answered in Study Island Science.

We plan to continue to purchase all three programs next year.

- SIRS Discoverer, which had 1003 articles accessed, is another database which provides magazine articles, sources from authors on staff, images, and more. The difference between SIRS Discoverer and SIRS Researcher is the level of article provided. Many teachers chose to use SIRS Discoverer articles this year to provide information to struggling readers to better understand curricular concepts.
- Professional Development Collection, which had 1089 articles accessed, provides a highly specialized collection of electronic information especially for professional educators, professional librarians and education researchers. This collection offers information on everything from children's health and development to cutting-edge pedagogical theory and practice. Many teachers who are researching educational practice and theory consult this database.
- Culture Grams, which had 2158 articles accessed, offers an up-to-date cultural view of countries throughout the world through primary and secondary resources. Many teachers in our world languages and social studies departments ask students to use this database for projects.
- Noodletools is a database that we subscribe to that offers students both a citation and a notecard generator which allows you incorporate notecards into an outline. This year, 1049 bibliographies were created using this program compared to 758 from last year. Students are becoming more comfortable with the tools provided and are choosing to use the database on their own versus using them as a result of classroom mandates.
- We plan to continue to purchase each of the databases described above and are considering the addition of JSTOR to provide more scholarly articles to our students.

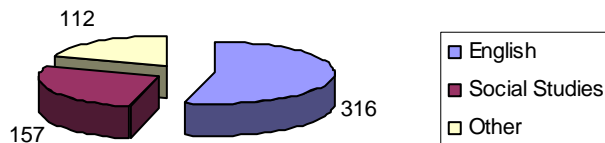
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Usage of Library and Computer Lab:

- As of late May, 2010, a total of 623 classes visited the library. Visits to the library range from book selection, research, test taking, literature circles (small group reading), math experiments, presentations, and movie viewings.
- An average of 30 students visited the library daily separate from their classes, totaling an average of 5,400 individual student visits per year.
- English classes are the highest users of the library, significantly exceeding the remaining departments.
- As of late May, 2010, a total of 585 classes visited the computer lab.
- An average of 20 students visited the computer lab separate from their classes, totaling an average of 3,600 individual student visits per year. More students would love to visit the lab separately from their class, unfortunately the space availability in the lab often inhibits their ability to do so.
- Visits to the computer lab range from research, word processing, utilization of other *Microsoft Office* programs and library subscription databases. Often times, the learning environment is differentiated, allowing students from one class to utilize both the library and computer lab at the same time.
- English classes are also the highest users of the computer lab and this reflects a change from last year where social studies were the highest users of the lab.

Total Visits to Computer Lab by Department



Total Visits to Library by Department





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Information Literacy/Curriculum Connections:

- This year my professional growth objective was to work collaboratively with ten high school faculty members in departments other than English to prepare or enhance lessons to incorporate reading and writing strategies across the curriculum. This relationship provided a foundation for further collaborations and services that can be provided in order to benefit our learning community.

Some of my favorite lessons were:

- **Documentaries:** Technology teacher, Jaime Guthier was working on filming documentaries with her class. She wanted research to be an integral part of the project and sought my assistance to help in that capacity. We asked students to construct guiding questions to begin research on the self selected topics using a graphic organizer Mrs. Guthier developed. The students took this work to direct them into research. They researched using a graphic organizer that I created which was designed to help them define topics and subtopics and place them into their outline. Next, they created their documentary along with a trailer ensuring to cite their resources. The end result was rewarding; many of the documentaries were outstanding.
- **Wiki Glogs and Screencasts:** Students in Maryanne Momorella's Marketing class were assigned to author one page each of a wiki designed to advertise Bucks First Credit Union, which had opened a new branch at Palisades High School. Ms. Momorella's goal was to have students refer to educational resources that provide information about credit unions and translate the important details into a wiki which was to educate others. She was concerned about students copying and pasting without thought or comprehension of content. In order to combat this, students were directed towards self selected resources and used a graphic organizer in order to elicit important content, organize it and script it into a screencast or a glog which were embedded onto the wiki pages. It was enjoyable to teach the students how to use Web 2.0 technologies.
- **Journalistic Lead and Inverted Pyramid:** Beverly Weihz, Journalism teacher, asked me to come up with a lesson to further develop and apply the recently taught journalistic lead and inverted pyramid concepts as the students began to write individual articles to publish in the school newspaper. The class had previously read an article on both techniques yet needed guidance in applying both techniques into their writing. As a result, I developed two graphic organizers designed to assist students in determining importance of content presented in a journalistic article and developing a hook through usage of thought provoking ideas, description and liveliness.
- **Middle East Unit:** Kevin Ronalds was about to begin a unit on the region of the middle east to 9th grade students. Historically, he focused upon culture, geography and climate, resources, religion, and ethnic groups. Kevin wanted to find a few new resources to provide to his students. My job was to attain appropriate articles and attach reading strategies which would help the students tackle nonfiction text to better understand the curricular concepts. I ended up teaching the unit along with Kevin and found the entire experience rewarding. Students ended the project by creating glogs which analyzed elements from each area of focus.
- **Article Chunking:** Alex Bobsein, teacher of Global Perspectives, was beginning a unit on World War II. He wanted to present varied aspects on the war's impact on the homefront and the concept of "total war". Specific focal areas on this concept were: Japanese internment, women in the workplace, censorship, propaganda, and economic issues such as rationing, price setting, and strike freezes. He was looking for level appropriate readings and interact with the reading using appropriate reading strategies in order to better understand and comprehend the problem, solution, and effects. We felt that the articles were somewhat difficult for his students and Mr. Bobsein utilized my services to extract the important facts from the articles and create new articles with graphics incorporated and information chunked into digestible bits for the students to more easily comprehend.



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Information Literacy/Curriculum Connections, cont.:

- **Romeo and Juliet:** Kristin Avagliano, 9th Grade English teacher and I worked together on her Romeo and Juliet unit. We discussed the need for students to comprehend Shakespeare and I helped her teach Act 1, Scene 4 and Act 4, Scenes 1 and 2. During Act 1, Scene 4, our focus was to have students utilize a reading strategy as a tool to gather meaning and practice re-reading while working with difficult text along with using textual evidence to support understanding of literary content. As students progressed through the play, they were becoming more familiar with the writing style of Shakespeare and our focus was able to shift from comprehension to thematic analysis. Teaching Romeo and Juliet with Miss Avagliano was a learning experience that I met with excitement and enthusiasm.
- Some of the best professional development experiences that I have are via online resources. I have become more active on Twitter, watching educational tweets to keep in touch and used hashtags to supplement conference experiences. I also read professional edublogs, Joyce Valenza's blog, Mary Schwander's (library media specialist at New Hope Solebury High School in New Hope, PA) regularly for ideas and inspiration. As a library media specialist in a one library media specialist school, I cannot express enough how helpful it is to look outside for inspiration and development. It has greatly improved my professional skills.
- This year, I was honored to be asked to co-present at our local intermediate unit and at our annual state library conference. Together, Mary Schwander of New Hope/Solebury High School, Bekci Kelly of Quakertown Freshman Center, and I presented Incorporating Digital Tools into your Library at the I.U. and at the PSLA conference in State College and we also took part in the PSLA Smackdown which focused upon use of favorite digital tools. I was able to share my favorite uses of the tools and I learned a great deal of new tools from my peers. In preparation for the presentations we not only met in person but we met virtually, which was very helpful in terms of time commitment.
- My Information Literacy/Curriculum Connections goals for next year will most likely be to assist teachers with use of quality questioning techniques across the curriculum by enhancing or developing at least ten different lessons in coordination with classroom teachers.

Community Connections:

- **Adult volunteers:** Our district offers a tax rebate to senior citizens who volunteer for a certain number of hours. This year we were thrilled to have the services of Luther Kemmerer. Luther came in to shelve books and help in any other way that we needed him. When Luther came in on Monday mornings, we knew that he was ready to be given a full morning of duties. Luther was not only very willing, but he was extremely capable of quality work and is a wonderful and inspiring man to speak with. We hope Luther returns to our Library during the 2010-2011 school year!
- We hosted two events for community members during the year. The first was Spooky Foods Night, which was sponsored by our Community Relations Office. On this night, elementary students attended to make monster milk, goblin fingers, witch's hats, and spiders with the assistance of our wonderful National Honor Society volunteers. Thanks to our helpful parent volunteers, the children were able to also paint pumpkins.



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Community Connections, cont.:

- The second event that we hosted for the community was an “Are You Smarter than a 5th Grader?” competition. We, luckily, had the help of Karen McDermott, a teacher at one of our elementary schools, who took the time to emcee the event with great enthusiasm. Again, we had the support of our Community Relations Office who sponsored the financing for the trophies and prizes. Our community events are a great way to bring together an already close community.
- This year, as part of the Pennsylvania School Librarians Association (PSLA) Media Selection and Review Committee, I submitted reviews of materials to recommend to other librarians for purchase for our “Top 40 Books” presentation at our state school library conference. This year, our verbal presentation revolved around the theme *Jeopardy*. Our library received numerous free books provided to us through the Top 40 committee.

Link here to see the reviews:

<http://www.psla.org/association/committee/mediaselectionandreview/topforty.php4>

Library Staff:

- I, Karen Hornberger, am the Library Media Specialist. I facilitate library and school events and programs wherever possible. I serve on the following committees: Career Portfolio Committee, Department Head Committee, Reading Olympics Executive Committee, Bucks County Intermediate Unit Instructional Materials and Research Services Advisory Council, PSLA Media and Selection Review Committee. I am the Chairperson of the Professional Development and the Summer Reading Committees. I Co-Advise Reading Olympics and Scholars’ Bowl.
- Darlene Costantini is our Library Assistant. Darlene has tackled our intense interlibrary loan program with a passion and has created beautiful displays for our library. Darlene is a wonderful person who we are glad to have had with us. Unfortunately, due to program cuts, we will no longer have both an assistant in the library and an assistant in our computer lab. Darlene’s duties will now become divided by myself and Patricia Stangil.
- Patricia Stangil is our computer lab assistant. Mrs. Stangil is the “Expert” of the computer lab. She keeps the computer lab scheduled, makes certain the computers are running smoothly and kept clean, and troubleshoots when necessary. Mrs. Stangil is a full-time employee who also runs overdue reports for the library and also serves to collect homework for students absent from our school. We are really grateful to have Patricia as part of our library “family”.

This school year has truly been fruitful; we have welcomed new students and enjoy serving their changing needs. We are looking forward to next year with excitement and hopes to continue to provide a strong library program.

Thank you for taking the time to read our Annual End of Year Report!