

# **Palisades High School Library Media Center**

## **Annual End of Year Report**

**May, 2005**

Composed and Compiled by  
Karen Hornberger, Library Media Specialist

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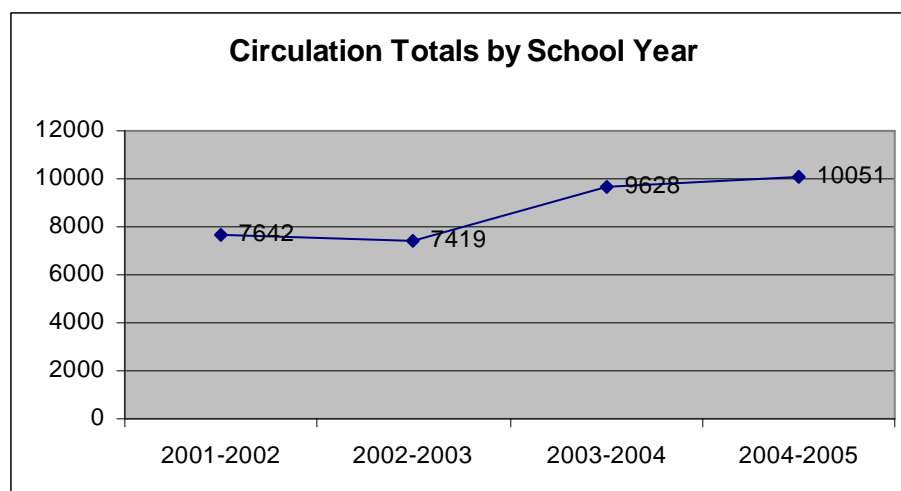
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## Purpose of Report:

Our third 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 716 students and approximately 55 faculty/staff members. Statistical data is provided regarding circulation of materials and our collection along with statistics on library and computer lab usage. Information literacy instruction and connections to curriculum are described, goals and issues are addressed, and library staff are outlined.

## Our Collection:

- This year our holdings increased from 15,978 materials to 16,168 materials (this statistic reflects not only the addition of new materials, but also the removal of damaged or obsolete materials).
- Focal areas for new acquisitions were:
  - DVD's (mirroring the advent of DVD players in each classroom)
  - Science Fiction (a response to poor selection in this genre)
  - *Opposing Viewpoints Resource Center*  
(an electronic database which provides qualified articles related to social issues)
- By May 17, 2005, circulation for this school year totaled 10,051 materials. This is an increase from last year when end of year circulation totaled 9,628 materials and it is a huge jump from the 2002–2003 school year when end of year circulation totaled 7,419 materials (See chart below).

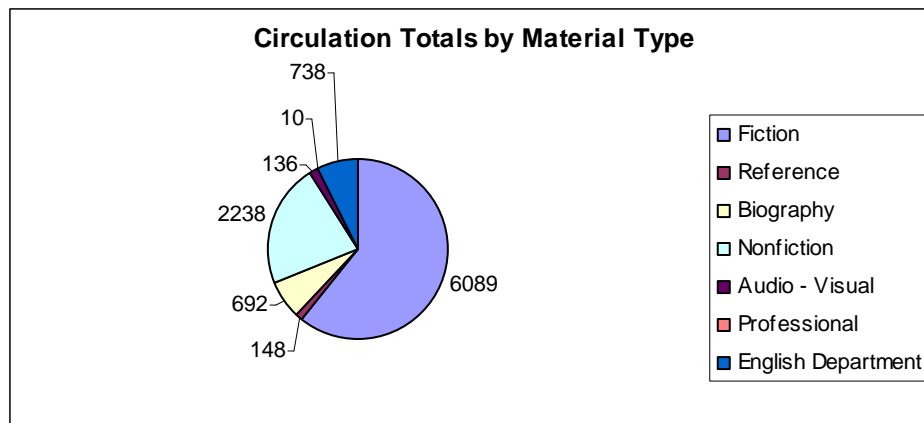


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## Our Collection, continued:

- The highest circulation month was March when we circulated 1,580 materials. This is an increase from last year, when our top circulation was 1,430, also taking place in March.
- Our average monthly circulation for this school year totaled 1,175 materials per month.
- Fiction was our most heavily used section with a total of 6,089 fiction materials circulated. See chart below:



- This year we requested 306 materials from other libraries throughout Pennsylvania. This is a slight decrease from last school year, when we requested a total of 396 materials from outside sources. Although we experienced a decreased amount of interlibrary loan requests, 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.

## Our Collection, goals for the future:

- Next year, we plan to add the following materials into our collection (focal points):
  - continue adding DVD's
  - Philosophy (a response to poor selection on this subject)
  - Professional Collection (a response to poor print selection of this type)
  - audiobooks (in response to the emergence of IEP requirements regarding audiobooks)
  - *NoodleBib* (an automated citation generator for research papers)
  - Video camera (current video cameras are highly used and very worn)
  - Digital camera (current digital cameras are highly used and very worn)

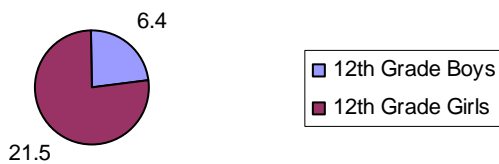
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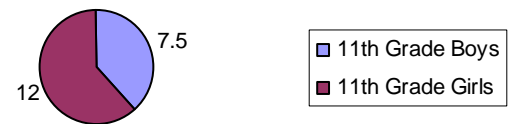
## Our Collection, goals for the future, continued:

- Shelf space is quickly becoming a concern as we add more materials to our collection. We have weeded out a large amount of our obsolete books and have creatively organized new shelf patterns, but are running out of choices and may need more bookshelves eventually.
- After assessing the data/trends of boys and literacy locally, nationally, and even globally, there appears to be a need to improve services to boys (see chart below). I plan to begin an initiative during next school year to better meet the needs of boys regarding literacy. Part of that plan includes surveying boys within our school to receive feedback regarding preferred genre and format of materials along with gathering data regarding their reading styles. I plan to use the data gathered to plan future acquisitions, promotions, etc.

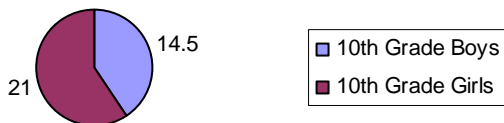
**Average Library Materials Signed Out Each  
Year per Student:  
12th Grade Boys v. Girls**



**Average Library Materials Signed Out Each  
Year per Student:  
11th Grade Boys v. Girls**



**Average Library Materials Signed Out Each  
Year per Student:  
10th Grade Boys v. Girls**



**Average Library Materials Signed Out Each  
Year per Student:  
9th Grade Boys v. Girls**

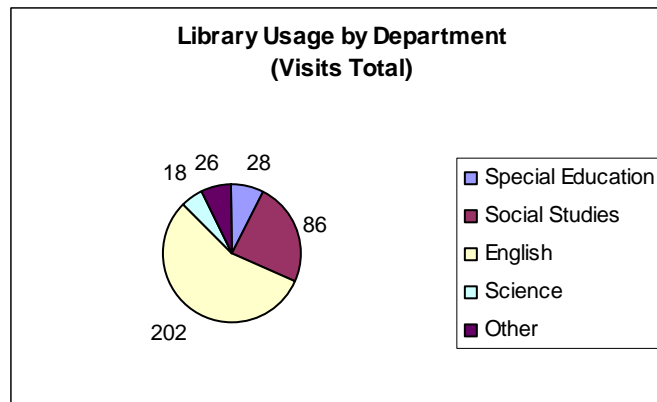


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## Usage of Library and Lab:

- As of May 1, 2005, a total of 344 classes visited the library.
- An average of 43 classes visited the library per month bringing the estimated visits to the library for this school year to 408 total visits.
- An average of 30 students visit the library separate from their classes totaling an average of 5,400 individual student visits per year.
- Visits to the library range from book selection (we instituted the new book dating game!), research, test taking, literature circles (small group reading), math experiments, and presentations (now that the facility is “presentation friendly.”)
- The English department members are the highest users of the library, more than doubling the Social Studies department and significantly exceeding the remaining departments.

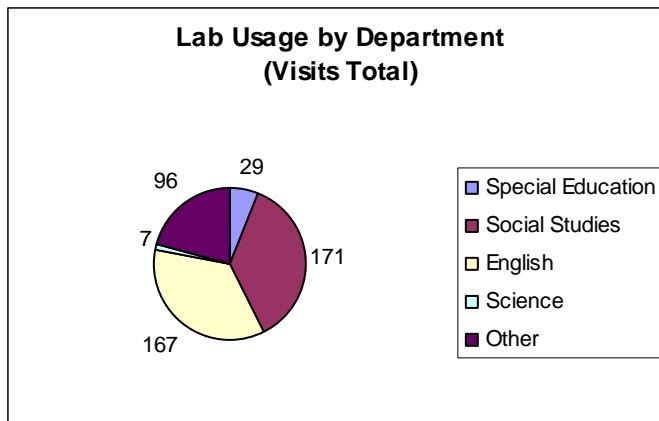


- As of May 1, 2005, a total of 504 classes visited the computer lab.
- An average of 63 classes visited the computer lab per month bringing the estimated visits to the lab for this school year to 598 total visits.
- An average of 20 students visit the computer lab separate from their classes totaling an average of 3,600 individual student visits per year. More students would love to visit the lab separately from their class, unfortunately the limited number of computers in the lab 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, an electronic portfolio pilot program, and yearbook.

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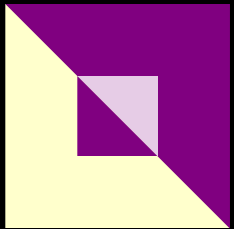
- The Social Studies department are the highest users of the computer lab, slightly exceeding the English department and significantly exceeding the remaining departments.



- On both charts “other” includes the Wellness/Fitness, World Language, and Math departments along with large group presentations. In the lab, “other” mainly includes visits from the Wellness/Fitness department (Health) and the World Languages department.
- Often times, the learning environment is differentiated, allowing students from one class to utilize both the library and computer lab at the same time.

## Information Literacy/Curriculum Connections:

- This year I revised both the copyright and search skills lessons that I annually teach to 9th graders. Both lessons became more hands-on, more differentiated to meet individual student needs, and better tied to real world resources. Both lessons are available to the public online in WebQuest format with a printable teacher’s guide via the high school library site and on the WebQuest Portal at <http://webquest.org>.
- In addition to posting the newly improved copyright and search skills lessons on the high school library website, I created a new button on the home page entitled, *Information Skills Lesson Plans* and posted information skills lessons pertinent to student success today that were developed by Joyce Valenza at Springfield Township High School Library.
- All 9th graders received orientation and lessons on the electronic databases that Palisades High School subscribes to and a lesson on the high school library site in addition to the copyright and search skills lesson.



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## **Information Literacy/Curriculum Connections, continued:**

- My professional growth objective this year was to improve services to seniors regarding preparation and completion of their senior project. After meeting one-on-one with students to provide informal instruction and providing large group instruction, I determined the following through reflection and student surveys:
  - Time constraints make one-on-one instruction difficult when trying to meet all students. If a concept is beneficial for all to hear, instruction should be provided to the large group.
  - Informational brochures have been a more useful alternative to lecture. Students are able to keep the brochure and refer to it when necessary.
  - Use of the projector in the library has been helpful in showcasing suggested databases and modeling navigation around the quirks within the databases to improve success and efficiency while searching.
- This fall, all faculty received instruction on the graphic organizer software, *Inspiration*. The team of staff that I chaired modeled the process of taking concepts and plugging them into the software and organizing those concepts. In addition to modeling the use of the program, we provided the teachers with tips on using the program, models of pairing the program with both technology and literature, and provided each with trial software. As a result of the instruction, multiple teachers requested the purchase of the software for their students.
- This winter, various faculty elected to receive training on editing and updating their web pages. I assisted with the training and have since provided further informal assistance to various staff members.
- As a result of student feedback, I changed the homepage on the website in order to reduce linking and label buttons more appropriately.
- In addition to changing the homepage, hundreds of student book reviews were added to the library site and classes were scheduled into the computer lab to provide time for classes to browse for future reading material via the site.

## **Information Literacy/Curriculum Connections, goals:**

- Information skills are pertinent to success in the workforce and higher education. It is vital that students receive the skills that will help them manage the vast amount of information that is available to them. This includes accession of the materials along with evaluation, organization, etc. I plan to begin an initiative during next school year to better educate faculty on using and incorporating information literacy skills. Currently, I do most of my faculty education via emails and posting to the shared teacher drive and the library website. I have asked that I regularly receive time in the future during faculty meetings, etc. in order to educate faculty one “chunk” at a time. The emails, shared teacher drive, and website will serve as supplements to that instruction.



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## **Library Staff:**

- I, Karen Hornberger, am the Library Media Specialist. I facilitate library and school events and programs wherever possible. This year I was honored to be chosen as Technology Chairperson for Project 720, a high school reform initiative. Through Project 720, I collaborated with faculty from the English, math, and special education departments in order to research and recommend the purchase of technologies that will enhance and improve student performance and achievement. Our goals were to improve flexible access to hardware and software, improve student testing fluency and comfort, recognize the growing population of visual learners and meet their educational needs, and provide students with the appropriate resources to produce electronic portfolios. Through an action plan, the purchase and placement of technologies, and related staff development have been planned and outlined. In addition to serving as Technology Chairperson, this year I also:
  - Presented book reviews as part of the Top 40 Book Review Committee in Hershey, PA at the Pennsylvania School Librarian's Association Conference in April, 2005. Reviews are available online at <http://mciu.org/~spjvweb/psla05.html>.
  - Coordinated/hosted the elementary Bucks County Reading Olympics competition held at Palisades High School.
  - Ran a successful book fair in the fall partnering with Waldenbooks.
  - Will run a book sale this spring for required summer reading partnering with Waldenbooks.
  - Attended Core Teachers workshops through Bucks County Intermediate Unit (BCLACTS grant.)
  - Plan to add summer hours for student access.

Committees that I serve on are:

- Staff development committee
- Building curricular technology committee
- Media review committee
- Department head committee
- Reading Olympics Executive Committee and Co-Advisor
- Advisor, Class of 2007

I am also partnered with the other librarians in the district to perform a district wide library media review.

- Leigh Booth is our library assistant. Mrs. Booth is "Queen" of Interlibrary Loans, processes new materials, and shelves the never ending flow of books. She is our best staff member to suggest action/adventure/mystery novels. She is a part-time employee who performs many duties which keep our library running and organized. The library shares Mrs. Booth with the computer lab and she also serves as attendance secretary for our school. As an extra duty responsibility, Mrs. Booth also co-advises the high school Reading Olympics team.

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- 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, processes new library materials and also serves to collect homework for students absent from our school.
- Student Helpers frequent our library each semester. The students who work for us regularly shelf materials, shift the shelves to provide appropriate spacing, clean up the stacks, and perform many other duties upon request.
- Student advisors work behind the scenes to help the library program grow. This year they helped me with general library feedback and feedback specific to the website. The students who are selected as advisors give honest, thoughtful, comprehensive feedback.

## Closing:

This school year has truly been a great year. We have been energized, supported and inspired. We are looking forward to next year with excitement and many plans!



Popular books are regularly displayed along the circulation desk available for sign out.



A banner commemorating the freshman class trip to Bloomsbury University is displayed on the library wall.



Colorful artwork created by Leslie Patience's art classes crown the fiction section shelves.

Thank you for taking the time to read the Palisades High School Library Annual End of Year Report for the 2004-2005 School Year.