

**Milpitas High School Library**  
**2007-2008 End of the Year Report**  
**Leigh Ann McCready, Teacher Librarian**

**I LIBRARY PROGRAMS**

***A. Reading:***

The Milpitas High library has 22,909 titles with 27,135 copies. This ratio of 9 books per student is well below the recommended standard of 25 books per student for high schools. According to the California School Library Association *Standards and Guidelines for Strong School Libraries* this would qualify us at “At Risk” in terms of print media. I added 772 new titles and 808 books to the collection this year. The majority of these were in fiction to support the SSR program and provide students with current titles. 5896 library books were circulated including those used in the library for class projects. This is a circulation of two books per student. This figure is low given the size of our student population and the presence of a school-wide SSR program. There was 35% increase in circulations over the 2006-2007 school year. The most frequently used non-fiction books were titles for the Supreme Court projects in the government courses. Those *Oldies but Goodies* by Art Rodriguez was a popular biography among students after his visit to the Read 180 and AVID Classes. Our most popular fiction checkouts were the *Twilight* series books and the *Forbidden Dance* manga series. To promote reading across campus I conducted SSR book chats for teachers that requested them. I created displays at the entrance profiling books representative of a particular theme i.e. jazz book in April for National jazz month, women’s history books during women’s history month. In addition, I place new books on a special cart with signs indicating their new status to encourage checkout of recent additions.

***B. Technology:***

The library web site ([librarymhs.blogspot.com](http://librarymhs.blogspot.com)) is a primary means of access to library resources. It is the home page on the computers in the library lab and provides students and staff with 24 hour access to digital resources. The web site was created using Blogger and allows for regular updates and communication of information. The Google calendar for library usage is posted on this page, also. In addition, 13 wiki web pages were created to support specific class projects throughout the school year. A research resource page, book review page, summer reading page and the tech institute page provide additional resources for students and staff in utilizing the resources available for successful student incorporation of technology. Because we do not subscribe to any online databases, I have worked with students and staff in accessing the public library database resources to demonstrate ways to access academic information via the web that isn’t easily accessed through a search engine such as Google. With the assistance of Thao Xiong in I.T., the library catalog (OPAC) is now on all teacher workstations across campus. Teachers were provided with instructions on how to access the catalog and locate materials from their classroom. Finally, I worked with the technology support teachers and provided two of the Tech Institute training sessions. One of the presentations was on wiki’s and one on images, copyright and power point presentations (<http://milpitasstaff.pbwiki.com/>)

### ***C. Information Literacy:***

My focus this year was on The MHS Expected School Wide Learning Result (ESLR) & Lifelong Learning Standard describing students as Information Processors. In particular I focused on accessing quality online resources. The California School Library Association (CSLA) and American Association of School Librarians (AASL) have standards for quality library programs. A major focus in both areas are information literacy standards that describe what students should know and be able to do based on their experiences with a high quality library media center. The MHS Information Processor ESLR supports the following information literacy standards

Standard 1: The student who is information literate accesses information efficiently and effectively

Standard 2: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

### ***D. Collaboration:***

This year I worked on understanding the role of the library on the MHS campus since it was my first year here. There is not an established practice of pre-project collaboration between the teacher librarian and classroom teachers in planning for library visits. The classroom teacher has created most library projects and I have worked with what was already established to support the project and direct students towards appropriate resources. As the year has progressed staff and I have come to know one another there is openness to my knowledge and instruction in the research process. I expect that next year I will be able to find teachers willing to pre-plan projects and further incorporate information literacy and effective research skills into their library visits. In order to encourage this process, I have made visits to the English, Social Studies, Foreign Language, Science and Physical Education departments during one of their monthly meetings. While meeting with them, I provided them with information on how I can support them in their classrooms with my role as a teacher librarian, how the public library resources support their curriculum, and how to request books. Also, I met with the middle school teacher-librarian, Liz Lewis, five times throughout the year to facilitate communication about what library instruction students receive in middle school. Since our K-6 schools do not have credentialed librarians, there is no consistent library instruction until our students enter our middle schools. By meeting with Liz, I have a better understanding of where our students need further instruction and more in depth work on how to utilize the library resources effectively. Our plan is to continue with periodic meetings next year. Finally, I distributed a library newsletter to all staff three times this year. My plan was to do this monthly, but with no clerical support at this school I found this wasn't possible because of other duties. My hope is that next year I can distribute four newsletters profiling what the library does and providing resource suggestions. Staff commented positively on receiving the newsletters and I even had one teacher ask if his visit meant his name would appear in the list of library visitors.

## II FINANCES

### A. Overview:

The library operated with approximately \$16250 in funds during this year, a rate of \$5.65 per student. The school site (principal) account provided \$2983 the majority of which was spent on supplies for library operations and the magazine subscriptions. The library fines account started with approximately \$1600 and an additional \$1675 was collected by the end of May. The majority of this was spent on a new copier (not yet received), reimbursable purchases at bookstores and promotional materials. The SLIP funds allocated \$10000 for library resources. Most was allocated for library resources and some for my attendance at conferences. This was used to pay for my substitute when I attended the American Association of School Librarians conference in October. In January I attended a one-day workshop on resources for young adults at the Santa Clara County Office of Education. The cost of my registration (\$40) and the substitute was covered. I don't receive any communication on the actual amounts paid, so the costs in the table are approximate based on information I received from Sachi Ishida and other amounts are based on the figures I calculated for original purchase orders.

<b>Purchases</b>	<b>Account</b>	<b>Cost</b>
Atlantis Subscription	Fines	\$1245
Junior Library Guild (JLG) Subscription	SLIP Fund	\$1500
Gale Reference Purchases	SLIP Fund	\$2220
Follett Purchases	SLIP Fund	\$5400
Barnes/Noble Purchases (4 reimbursements)	Fines	\$390
Conference Purchases	Fines	\$156
Magazine Subscriptions	Site Fund	\$620
Greyhouse Publications (Standing order from D. McKenzie)	Site Fund	\$360
Demco Library Supplies	Site Fund	\$750

### B. 2008-2009

#### Renewals:

Atlantis Subscription Renewal	\$1300	Fines
Junior Library Guild Renewal	\$1500	SLIP Fund
Magazine Renewals	\$700	Site Account
Electronic Reference Book Annual Fee	\$50	Site Account
Greyhouse Orders	\$360	Site Account

#### Proposed Purchases:

Noodle Bib Subscription	\$400	Fines
Follett Resources to Support Classroom Projects & Staff Requests	\$9000	SLIP
CSLA Conference in November (I've been selected as a speaker)	\$1000	SLIP
Demco Library Supplies	\$700	Site Account

### III GOALS

#### A. 2007-2008 Goals--Status Report

1. To update the fiction collection to support SSR program
  - a. Atlantis Subscription (13 new young adult books/month)  
*This subscription began in October 2007. This provides students with a regular influx of new books. Throughout the second semester I set up a book cart with the new books and students could easily find and check out the books. From February-May, 76 of the 99 books circulated. In addition to the Atlantis subscription, I started a subscription with Junior Library Guild which provides 9 hardback books per month. During the same time period 37 of the 79 books circulated.*
  - b. Staff interest survey  
*In the fall, I gave each staff member an opportunity to respond to a paper survey of their needs for library resources and to provide me with assigned reading lists. Thirteen staff members returned the survey. Kathy Conradson did an additional survey of the English teachers prior to my meeting with them in February. I used these to make decisions in purchases for the Follett order.*
  - c. Student interest survey  
*In the spring, I used Survey Monkey to create an online survey for students to express their genre and author interests. As students checked out a book, they were given instructions on how to complete the survey online.*
2. To work with staff on understanding existing projects for library research.
  - a. Meetings with teachers on project needs  
*Using the staff survey and conversations with staff arranging library visits, I gained an understanding of existing projects. There is work to be done in advance planning for library visits and better incorporating library research instruction when conducting research projects.*
  - b. Incorporating technology resources into projects  
*This was done through the introduction of the public library databases and utilizing their resources for successful research. This was very critical for the English 4 students completing their Oxford English Dictionary research when our library copier broke. Students could still access copies of the information they needed to complete their assignment. In addition, I created several web pages with links to information designed to support projects.*
  - c. Selecting & ordering materials that support projects  
*Again through the use of the staff survey and making arrangements for library visits, I was able to update materials for existing library projects. There is still much work to be done in updating materials to more current information.*
3. To analyze and update library collection
  - a. Use Titlewise analysis for age sensitivity and areas to weed  
*I ran the Titlewise analysis in August and again in June for a comparison of what existed when I started at MHS and what had been added. Small gains were made in the number of books per student rose from 8.84 to 9.02. The average age rose from 1990 to 1991.*

b. Investigate additional shelving to provide additional space for resources

*There was no progress made on this effort primarily due to finances. The middle school librarian wanted the excess computer tables, which would have provided more shelving area, but the cost was prohibitive at this time. It is still a need for us to move towards standards in the number of books per student.*

c. Introduce staff and students to electronic reference resources

*This was a major focus when classes came into the library for research instruction. I presented students with a power point demonstration of the public library resources and the library webpages. In addition, as I met with departments they received an overview of the resources available in their subject areas and I have sent them websites that are relevant to their subject.*

## **B. 2008-2009 Goals**

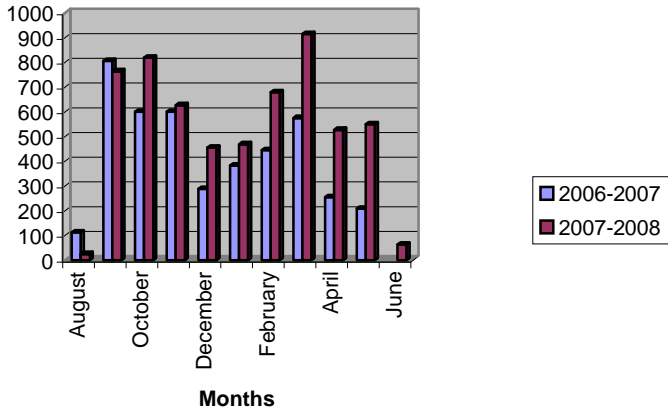
1. Increase the number of book circulations per student from two to three.
2. Meet with remaining departments to present an overview of library resources.
3. To provide staff with resources for SSR.
4. To provide training to new teachers on library resources.
5. To work on incorporating information literacy standards into existing library projects.
6. To solicit Library Friends to provide additional financial support for the library.

## **IV STATISTICS**

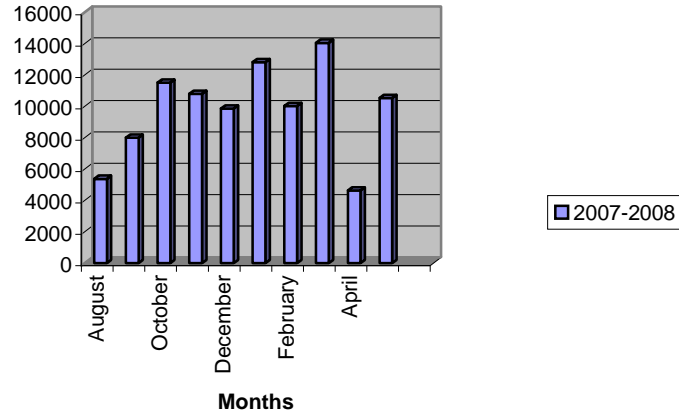
### **A. Analysis:**

Most of this report is an analysis of the statistics that are collected and how those numbers apply to the library program. The raw data for the year is on the pages that follow. One of the challenges this year has been managing the peer advisors and students with open periods or study hall and the effect of those numbers on the library program. I average 70 students per day in the library on passes, or with open periods if you add this to those coming in with their classes, the number of students using the library averages about 160 students per day during class time. This does not include the students who use the library before school or break and lunch when they're not asked to sign in. This is a positive and negative situation, on the positive side the library is well used and busy all day long. On the negative side, I spend a large amount of time in supervision and don't get to other library responsibilities during the day. For example, working on book orders either took place during closed testing days or on my own time. I wasn't able to initiate work with staff because it is difficult to meet with people during their prep periods because there is no one else available to supervise students in the library. Attempts to meet often get disrupted by students' needs or behavior. Later in the semester, the number of classes that can come into the library during a period becomes limited due to the increasing numbers of assigned study hall students. For example, fourth period at the end of second semester had 27 assigned to study hall. This is the equivalent of an entire class in the library and these are often students with behavior issues that impact a class coming into the library.

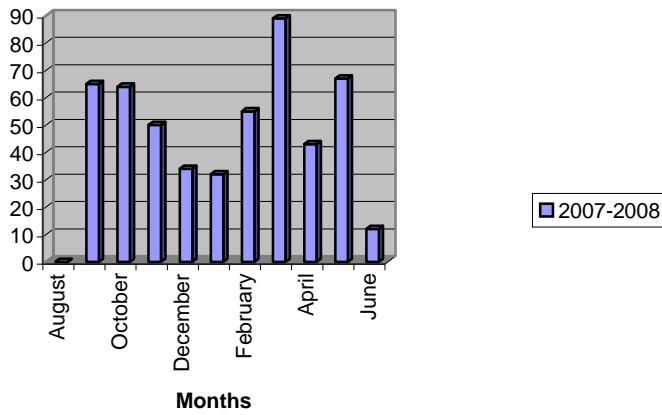
**Circulations**



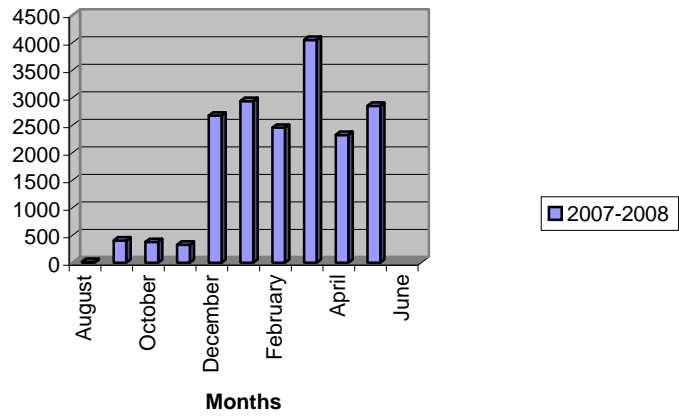
**Number of Visitors**



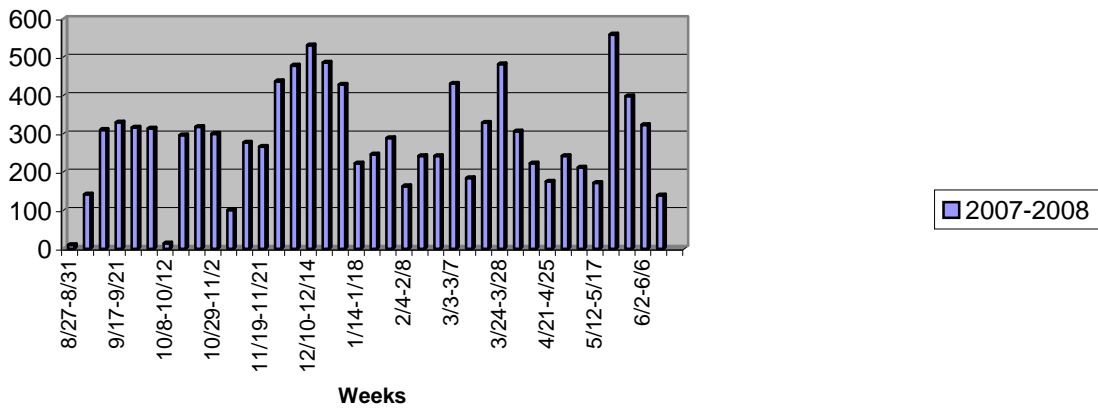
**Class Visits**

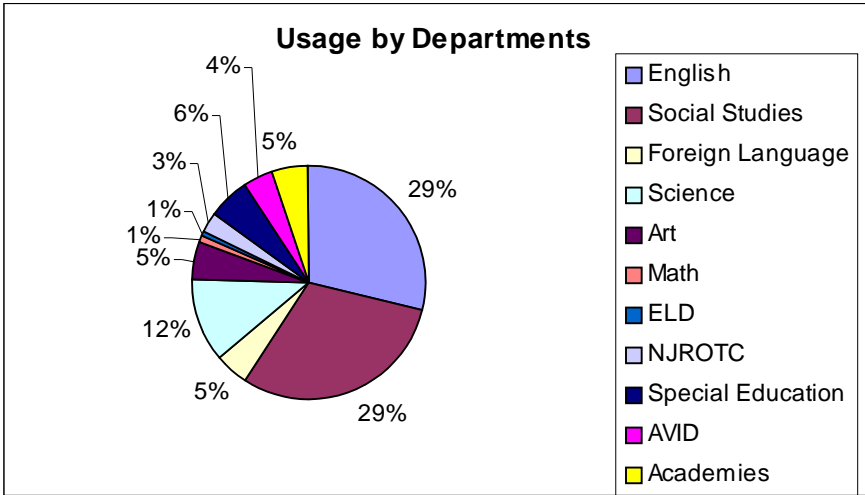
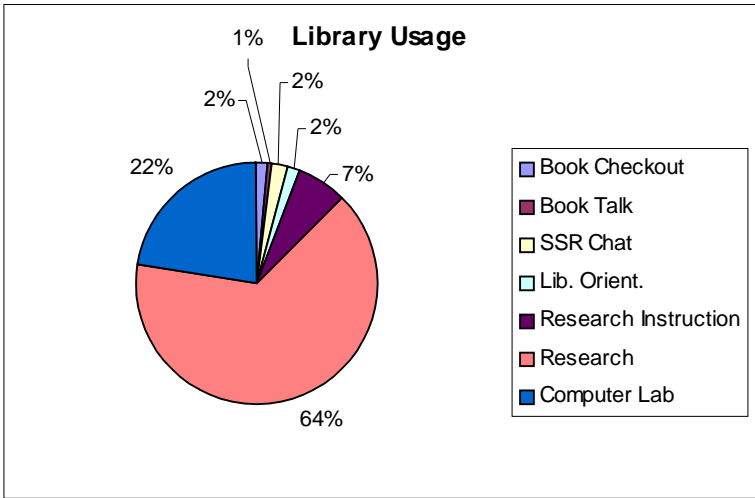


**Webpage Visits**



**Students Signed In During Class**





CIRCULATIONS			GATE COUNTERS			
Month	2006-2007	2007-2008	Month	Counter Value	Number of Visitors	Back Gate
			8/28/2007	258656		
August	112	25	August	269414	5379	
September	806	764	September	285401	7994	76034
October	600	819	October	306779	10689	77682
November	600	627	November	326733	9977	79302
December	288	455	December	344995	9131	80764
January	383	469	January	368625	11815	82769
February	445	679	February	386920	9148	84501
March	575	915	March	412556	12818	86964
April	255	527	April	419889	3667	88907
May	208	550	May	439329	9720	90518
June	29	63	June			
<b>Totals</b>	<b>4301</b>	<b>5893</b>	<b>Totals</b>		<b>90337</b>	
<b>Average/Month</b>	<b>391</b>	<b>536</b>	<b>Average/Month</b>		<b>9034</b>	
<b>Average/day</b>	<b>24</b>	<b>39</b>	<b>Average/Day</b>		<b>502</b>	
<b>CLASS VISITS</b>			<b>WEBPAGE VISITORS</b>			
Month	2007-2008		Month		Week	Students Served Hall & Peer 2007-2008
August	0		August	20	8/27-8/31	10
September	65		September	405	9/4-9/7	142
October	64		October	380	9/10-9/14	310
November	50		November	329	9/17-9/21	330
December	34		December	2675	9/24-9/28	316
January	32		January	2939	10/1-10/5	314
February	55		February	2454	10/8-10/12	14
March	89		March	4048	10/14-10/19	296
April	43		April	2323	10/22-10/26	318
May	67		May	2851	10/29-11/2	300
June	12		June		11/5-11/9	101
					11/13-11/16	277
<b>Totals</b>	<b>511</b>		<b>Totals</b>	<b>18424</b>	11/19-11/21	266
<b>Average/Month</b>	<b>51</b>		<b>Average/Month</b>	<b>1842</b>	11/26-11/30	437
<b>Average/Day</b>	<b>3</b>		<b>Average/Day</b>	<b>102</b>	12/3-12/7	478
					12/10-12/14	531
					12/17-12/21	486
<b>Atlantis/JLG (SIP)</b>					1/7-1/11	428
February	19				1/14-1/18	223
March	28				1/21-1/25	246
April	33				1/28-2/1	289
May	26				2/4-2/8	163
June					2/11-2/15	242
					2/25-2/29	242
					3/3-3/7	431
					3/10-3/14	184
					3/17-3/21	329
					3/24-3/28	482
					3/31-4/4	306
					4/7-4/11	223
					4/21-4/25	175
					4/28-5/2	242
					5/5-5/9	212
					5/12-5/17	172
					5/19-5/23	559
					5/26-5/30	398
					6/2-6/6	323
					6/9-6/12	139