Collaborated with teachers and provided instruction for more classes than ever before, especially History and English; succeeded in new collaborations with Science and World Language Departments

Nearly doubled our circulation again, circulating over 9,000 items

Revised our Citation Guide, based on the seventh edition of the MLA Handbook

Introduced NoodleBib, an integrated research platform, to faculty and students

Hosted librarians from multiple schools, including Principia, Kirkwood High School, and Westminster, who visited us to observe and discuss best practices

Became recognized “Copyright Counselors” for more faculty, staff, and students than ever before; sought as a fair use resource for Family events and school-wide video contest

Presented to the Class of 1961 on library changes and challenges

Piloted use of library twitter feed as a communication tool for students

Promoted our collection to parents through Morning Moments with Morgan and received very positive feedback

Another year has passed in the evolution of McCulloch Library. Students are using the space in more productive, innovative ways than ever before, and we are pleased with our progress. With the addition of a new café in the dining hall before school, the library became a well-used, quiet study spot in the mornings. Throughout the day, the library transforms itself depending on the needs of the students within its walls during any one period. Sometimes the library is quiet and focused; other times it vibrates with frenetic energy as students scramble to complete research projects. And other times, the library still tips toward somewhat organized chaos, with students gaming and talking and doing very little actual work. We continue to be a work in progress.

As always, we continue to make the library a welcoming, friendly space for those who want to work and collaborate. Our mission remains the same as our space evolves: to ensure that students graduate as information fluent citizens, prepared to excel in the 21st century. We hope our annual report demonstrates our struggles and our successes.
Curriculum Highlights

We continue to work closely with nearly all of the Upper School students when they are assigned research or technology-based projects. Here are some of the highlights by department:

English:
Grade 11 Introduced students to databases and web evaluation strategies for literary criticism and current events research
Grade 12 Worked closely with English team to develop research curriculum for Author Project; instructed all seniors on choosing authors, selecting literary criticism, and synthesizing research, using NoodleBib

History:
Grade 9 Visited all world history classes for the Jerusalem project and introduced students to NoodleBib and databases
Grade 9 Instructed classes in use of NoodleBib and selecting appropriate resources for Imperialism project
Grade 11 Instructed on use of resources for US History Immigration project and graded annotated bibliographies
Grade 11 Worked closely with students to develop thesis statements, use NoodleBib, and guide research for final thematic projects
Grade 11 Guided research and facilitated student use of Google Sites for AP US History Final Projects, including embedding images and troubleshooting

Science:
Grade 9 Facilitated challenging search for sources and articles for Cells projects
Grade 11 Introduced NoodleBib and sources to Waves and Physics classes

World Languages:
German Directed students to appropriate sources for Nazi Regime project
Spanish Instructed students on authoritative websites and other sources for country and cultural information

Class Visits and Usage Patterns

According to our count, an average of 283 students visited the library every day, a decline in student visits. However, we see students using the space in richer, more productive ways. Most students come to the library with a purpose, such as studying, researching, recording, reading, practicing, printing, or collaborating. Students continue to use the commons as an alternative space for socializing, and we ask students to use spaces intentionally, based on a purpose decided in advance.

Again, we increased the number of classes hosted and taught in the library, from 215 to 262. While all six departments made use of the library this year, the History and English departments continue to use the space most frequently.

McCulloch Library is open 24 hours a day via our virtual presence at www.micdslibrary.com. Our blog and wikis had hundreds of visitors over the course of the year. Our blog drew 5,321 visitors between June 2010 and June 2011, while our wikis had 12,139 visitors. Our blog contains general information about the library and current news, while our wikis contain a rich variety of content that students use to direct their research.
We now offer students and faculty 18,887 items in our collection; over the year we added 2,061 items to the collection, an increase of about 500 items over last year, including books, CDs, DVDs, and audio equipment. We also removed 1,610 items from our collection due to age, deterioration, or inappropriateness for our population. Continually updating the collection benefits our students and faculty by giving them access to the most recent and relevant resources.

Last year was the first year in three years that we did not double our circulation, and I estimated that we probably would have a difficult time ever doubling it again. However, this year we nearly did it again! We circulated 9,343 items, an increase of 4,549 items over last year’s circulation of 4,794 items. Since the 2006-2007 school year, we have increased circulation by 792%, an increase that we are very proud of.

We have created an even more exciting collection this year by adding e-readers and an Audible and Netflix subscription. Our English teachers are piloting our Nook e-readers this summer to gain familiarity with devices that are becoming increasingly popular with students. A World Languages teacher and a History teacher are experimenting with Kindles over the summer as well. We hope that these devices will help us to provide access to books on demand, as students need them, when they return in the fall. Ultimately, this should save us money on shipping and costs for multiple copies.

We have also added an Audible membership and a Netflix membership to provide immediate access to audiobooks and films.

The charts below represent other elements of collection use. Using our collection of online databases, students download or print much of the content they read. Students continue to turn to the Gale suite of databases first. The total number of searching sessions increased by 4,176 sessions, while the number of searches decreased by a whopping 24,687. However, as of this year, Gale has begun to tabulate statistics differently, explaining what looks like a sudden drop in searches. Students used to have to click on individual tabs, and each click counted as a new search. Now, students do not have to click on tabs to access all content. Gale assures us that numbers of searches are probably much more consistent than the current year’s statistics show.

Students and faculty also used the EBSCO suite of databases to complete their research. While use of the EBSCO databases doubled last year, our usage dropped significantly this year. We attribute this drop to lack of promotion of the resource; we almost always direct students to the Gale suite of databases first, and then to EBSCO if they are not finding appropriate sources in Gale.

<table>
<thead>
<tr>
<th>GALE USAGE</th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
</tr>
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<tbody>
<tr>
<td>Total Sessions</td>
<td>13,405</td>
<td>13,796</td>
<td>17,972</td>
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<tr>
<td>Total Searches</td>
<td>48,761</td>
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<table>
<thead>
<tr>
<th>EBSCO USAGE</th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Full Text</td>
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<td>3551</td>
<td>985</td>
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<tr>
<td>Total Sessions</td>
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<tr>
<td>Total Searches</td>
<td>7565</td>
<td>14299</td>
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</table>
Promoting Reading

We continue to develop a community of readers at the upper school. While our fiction collection has always been popular, we continue to increase circulation; this year, circulation increased by 42%. The most highly circulated fiction books this year were:

1. *Mockingjay*, by Suzanne Collins
2. *The Hunger Games*, by Suzanne Collins
4. *Room*, by Emma Donoghue
5. *Water for Elephants*, by Sarah Gruen
7. *Catching Fire*, by Suzanne Collins
8. *The Girl with the Dragon Tattoo*, by Stieg Larsson
10. *Life as We Knew It*, by Susan Beth Pfeffer

Six of the books are young adult novels. This year we began spotlighting young adult novels, along with science fiction, fantasy, and New York Times bestsellers, in specified display areas. We also highlighted books recommended by students in our “Friends Recommend” section.

In honor of Harry Potter Day and the release of Mockingjay, the third book in the Hunger Games series, the library sponsored scavenger hunts for students. Students came to the library before school to receive special clues that led them to different teachers, who each asked them a trivia question. Students who answered all the questions and returned to the library the fastest won literary-themed prizes.

This year we also created bookmarks with lists of themed reading to give out during conferences. Bookmarks included “Teen-Friendly Classics,” “Historical Fiction,” “Science Fiction,” “Fantasy,” and specialized lists for guys and girls. English teachers were kind enough to share lists with parents and students, and we heard much positive feedback.

We continue to expand our MICDS Reads wiki as a resource for both students and faculty looking for readalike lists and other fiction resources. This year we began linking to our Shelfari account to give the wiki a much more appealing, graphical look.

Professional Development

Both Colleen and Katie attended the MICDS professional development workshops last summer, including Jenny Luca’s “Reinventing the Media Center,” Andrew Churches “Scaffolding for Success in a Digital World,” and Diana Laufenberg’s “Project-Based, Inquiry-Driven, Student-Centered, Really!” Katie also attended a webinar on the use of ereaders and ebooks.

Colleen was a point person on the ISSL committee that brought Joyce Valenza, a library leader, to St. Louis in November. Colleen and Katie presented on Information Literacy and Reading resources, respectively, during Valenza’s Learning Tools Smackdown.

We continue to make our own professional development a priority, but we have also provided professional development to teachers in our own community. Every August, we provide a brief orientation to the library for new teachers. Both Colleen and Katie also presented during the professional development day in January. Colleen and Katie jointly presented on Annotating, Bookmarking, and Researching the Web, and Katie also presented with Fred Nelson on Use of Images: Copyright or Copywrong.
Community

This year, we reached out to parents in small but important ways. Katie presented books of interest to parents at Morning Moments with Morgan in March, and the feedback was uniformly positive. After the presentation, we had more parents visiting and checking out materials than ever before.

While the library staff is devoted to the success of the library program, we also participate in the life of the school in order to form relationships with students outside the walls of the library. Colleen continues to plan music for chapel, enlisting students to play and talk about music, and she is the new sponsor for the Young Socialists. Aaron is an important part of school life, leading Confection Connection, assisting in the musical, and co-sponsoring GSA. Of course, we continue to sponsor book club as well.

Katie also made connections with the community outside of MICDS by participating in the John Burroughs self-study process for the library in February.

Challenges

This year, it became clear that the library space continues to pose challenges for us. While we have made the best of the space in many ways, any visitor can see its limitations. Extension cords are strung across open spaces, posing a safety hazard, carpeting and furniture show real signs of wear, and when more than one class visits the library, we have to create a faux-classroom in other spaces.

Every year, we make progress in balancing student needs in the library, making it a place to collaborate and to study quietly. While this balancing act continues to be a challenge, we will face it by maintaining consistency in our approach to students and continuing to welcome them, whatever their needs may be.

Goals

This fall, we have the opportunity to reach all ninth graders through time set aside for introduction to technology and research skills. In order to maximize our time with them, we plan to articulate ninth grade information literacy exit goals. This will be one step toward developing an information literacy curriculum in the upper school.

In our eagerness to help students, we often do some of the research legwork for them; we look up the articles or find the book on the shelf for them. This year, we would like to be more intentional about asking students to be proactive and do the work on their own.

The piloting of NoodleBib was such a success this year that we would like to roll it out on a broader scale; we plan to ask teachers to require the use of the program for research projects.

Lastly, we plan to continue to reach out to parents by promoting our collection to them and considering a library-sponsored book club.