



LABORATORY SCHOOLS

2005-2006

ANNUAL REPORT

COLLEGE OF EDUCATION ILLINOIS STATE UNIVERSITY

THOMAS METCALF SCHOOL AND UNIVERSITY HIGH SCHOOL,

LABORATORY SCHOOLS ADMINISTERED BY THE COLLEGE OF EDUCATION AT ILLINOIS STATE UNIVERSITY, SERVE AS CLINICAL EXPERIENCE AND PRACTICE SITES FOR PRE-SERVICE TEACHERS AND EXPERIMENTAL TEACHING ACTIVITIES. THE SCHOOLS PROVIDE A “LIVING LABORATORY” FOR RESEARCH AND APPLIED PRACTICES TO IMPROVE TEACHING AND OTHER EDUCATIONAL PRACTICE. THIS TRADITION IS REFLECTED IN THE FOUR-PART MISSION OF THE ILLINOIS STATE UNIVERSITY LABORATORY SCHOOLS, WHICH STATES THE FOLLOWING:

- PROVIDE A SCHOOL IN WHICH EXCELLENCE IN EDUCATION THEORY AND PRACTICE CAN BE OBSERVED, STUDIED, AND PRACTICED BY TEACHER CANDIDATES AND OTHER PRE-SERVICE SCHOOL PROFESSIONALS
 - PROVIDE AN ENVIRONMENT IN WHICH RESEARCH AND DEVELOPMENT ACTIVITIES MAY BE CONDUCTED
 - PROVIDE A COMPREHENSIVE, HIGH-QUALITY ACADEMIC PROGRAM FOR THOMAS METCALF SCHOOL AND UNIVERSITY HIGH SCHOOL STUDENTS
 - PROMOTE EFFECTIVE, HIGH-QUALITY EDUCATION THROUGHOUT THE TEACHING PROFESSION, AND AID OTHER EDUCATORS IN THE PROCESS OF IMPROVING THE QUALITY OF EDUCATION IN THEIR SCHOOLS
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One-to-One Laptop Initiative

In the spring of 2006 teachers and administrators at University High School decided to pilot a laptop program in four classrooms. One classroom was selected from each of the four core areas—English, mathematics, science, and social science—to enable researchers to examine the impact that teaching with laptops might have on different content areas. A mix of students in grades 9 through 12 was enrolled in 15 courses taught by 12 different instructors. For several reasons, the decision was made for the laptops to be permanently housed within the school rather than implementing a true one-to-one program in which the laptops are assigned to the students 24/7. Under this model, the school owns, maintains, and assumes responsibility for securing the 25 laptops that have been placed in each of the classrooms. Wireless projectors were also added to each of the classrooms to enable any student or teacher to display his or her work at any time.



Perceived changes in teaching and learning provided the motivation for launching a laptop pilot program at University High School. As important as it might be to improve students’ technology skills, the more critical issue is the impact of laptops upon instruction. Specific questions of interest include the following: 1) Do students become more engaged in their learning in a laptop classroom? and 2) How do teachers adapt their instruction to take advantage of the available technology? Although a detailed report would be much too lengthy for this publication, initial impressions from faculty and students are so favorable that the one-to-one initiative will likely be expanded for the 2007–2008 school year. For more information, contact

Jim Kurz, technology coordinator, or Jeff Hill, principal, at (309) 438-8346; or Robert Dean, superintendent, at (309) 438-8542.

Points of pride

Laboratory school faculty, staff, and students are routinely recognized for their outstanding achievements. Although it is impossible to highlight all of their accomplishments, here are a few examples from the 2005–2006 school year.

- The laboratory schools—Thomas Metcalf School and University High School—**provide placements for 29 percent of the University’s students who are completing clinical experiences** as part of their teacher education program. Four hundred and fifty-two schools and other agencies are needed to provide the other 71 percent.
- Thomas Metcalf School second-grade teacher **Sue Stroyan** received the Award of Recognition from the Those Who Excel program sponsored by the Illinois State Board of Education.
- **Osama Awan, Saed Jamal Smith, and Reanne Zheng** were selected as National Merit Scholarship semifinalists, and **Chelsea Smith** was selected as a semifinalist in the National Achievement scholarship competition.
- **The boys’ and girls’ golf teams won state championships**—this is only the second time in the history of the state tournament that boys’ and girls’ teams from the same school have won the state title in the same season.
- University High School secretary **Linda Witte** received the Award of Recognition from the Those Who Excel program sponsored by the Illinois State Board of Education.
- **Chelsea Smith, Bryan Benson, and Arpitha Gowda** represented University High School in the *Pantagraph’s* Student of the Year contest.
- **Dirk Smid** and **Diane Walker** became National Board Certified Teachers. With a total of 11 board certified teachers, the laboratory schools have one of the highest percentages in the state.
- Over **3,000 pre-service students** complete their field experiences at University High School and Thomas Metcalf School each year. This translates into 45,000–50,000 hours of field experiences provided for 19 academic departments across Illinois State’s campus.
- **Kathy Clesson**, department chair of English, was appointed as State Leader for the National Council of Teachers of English.
- **Coach Cal Hubbard** reached a monumental milestone with his 500th victory as a varsity basketball coach.

Student characteristics

Student characteristics are reported in this section of the annual report. This information can be used to compare the performance of students in the laboratory schools with the performance of other students throughout Illinois.

- A **perfect attendance** rate (100 percent) means that all students attended school each day of the academic session.
- **Low-income** students are from families receiving public aid, living in institutions for neglected or delinquent children, being supported in foster homes with public funds, or eligible to receive free or reduced-price lunches.
- The student **mobility** rate is based on the number of students who enroll in or leave a school during the school year. Students may be counted more than once if they leave and re-enter.

	Metcalf	U-High	Unit	State
Attendance	96.7%	96.6%	96.6%	94.0%
Low income	13.2%	3.7%	7.4%	40.0%
Mobility	<1.0%	4.7%	3.1%	16.0%

Enrollment by grade level, fall 2005

(Includes 32 students enrolled in Heart of Illinois Low Incidence Association [HILIA] programs)

K	1	2	3	4	5	6	7	8	Metcalf
41	41	43	47	42	48	47	51	43	403
					9	10	11	12	U-High
					164	157	145	156	622
									Unit-wide
									1,025

Average class size

Average class size is the total enrollment for a grade divided by the number of classes for that grade reported for the first school day in May. For high schools, the average class size is computed for the whole school, based on the average class sizes for the second and fifth periods.

	Laboratory schools	State
Kindergarten	20.5	20.9
Grade 1	20.5	21.5
Grade 3	23.5	22.1
Grade 6	24.0	23.4
Grade 8	22.0	22.7
High school	24.0	19.7

Enrollment by race/ethnicity, fall 2005 (n/%)

	Metcalf	U-High	Unit-wide	State
Asian/Pacific Islander	31 (7.7)	47 (7.6)	78 (7.6)	3.8
Black non-Hispanic	69 (17.1)	57 (9.2)	126 (12.3)	19.9
Hispanic	34 (8.4)	14 (2.2)	48 (4.7)	18.7
Native American	1 (.2)	4 (.6)	5 (.5)	0.2
White non-Hispanic	264 (65.6)	497 (79.9)	761 (74.2)	55.7
Multi-racial	4 (1.0)	3 (.5)	7 (.7)	1.8
Total	403 (100%)	622 (100%)	1,025 (100%)	100.1%

Graduation rate for class of 2006 (N=156)

Graduation rate is the percent of ninth-grade students who graduate four years later. The graduation rate does not include the count of students who graduated in the summer after their scheduled spring graduation or those who took more than four years to graduate.

University High School	State
100%	87.8%

Post-secondary options for class of 2006 (N=156)

Two-year community college	Four-year college or university	Military	Employment	Other
12.7%	80.4%	3.2%	2.5	1.2%

Achievement indicators

ISAT

The Illinois Standards Achievement Test (ISAT) measures individual student achievement relative to the Illinois Learning Standards. The following table presents the percent of Metcalf students who meet or exceed state standards as compared to the number of students in the state of Illinois who meet or exceed state standards.

	Grade 3		Grade 4		Grade 5	
	Metcalf	State	Metcalf	State	Metcalf	State
Reading	82.2	70.7	84.6	72.9	89.1	68.5
Mathematics	91.1	85.6	92.3	84.8	91.3	78.6
Science			92.3	79.8		
	Grade 6		Grade 7		Grade 8	
	Metcalf	State	Metcalf	State	Metcalf	State
Reading	93.5	72.8	90.2	72.0	92.3	79.2
Mathematics	95.7	79.1	96.1	76.1	94.9	78.2
Science			94.1	80.9		

PSAE

The Prairie State Achievement Examination (PSAE) is administered to all 11th-grade students in Illinois. The PSAE comprises the ACT Assessment; Work Keys tests in reading and mathematics; and tests in writing, science, and social science developed by Illinois teachers and curriculum experts working in cooperation with the Illinois State Board of Education. The following table presents the percent of U-High students who meet or exceed state standards as compared to the percent of students in the state of Illinois who meet or exceed state standards.

	U-High	State
Reading	89.3	58.4
Mathematics	87.9	53.6
Science	86.5	50.8

ACT

The American College Test (ACT) is the test taken by Illinois students who intend to go to college. The test predicts how well students will do in college. ACT scores range from 1 (lowest) to 36 (highest).

	U-High	State	Nation
English	25.2	19.3	20.0
Mathematics	25.7	19.8	20.2
Reading	25.2	19.7	20.4
Science reasoning	23.9	19.7	20.2
Composite	25.1	19.8	20.3

EXPLORE

EXPLORE, published by ACT Inc., assesses the academic progress of incoming freshmen. Scores range from 1 to 25. This instrument also helps students explore the wide range of career options open to them and assists them in developing a high school coursework plan. All freshmen take the EXPLORE test.

	U-High	Nation
English	18.5	14.4
Mathematics	19.0	14.9
Reading	17.9	14.4
Science reasoning	19.6	16.2
Composite	18.9	15.1

- As a result of her performance on the PSAT/NMSQT exam, **Reanne Zheng** was a semifinalist in the 2006 National Merit Scholarship Program.
- The University High School **scholastic bowl team** won the Cornbelt Conference meet at Mahomet with a 6–1 record and 998 points.
- **Adam Larson**, sophomore saxophonist, won first place in the IMEA State Composition Contest in the category of jazz improvisation, playing his own jazz composition.
- University High School has implemented a one-to-one **laptop** initiative in four classrooms.
- The 2005 edition of University High School’s literary magazine, **Brome and Beyond: Carnival**, received a **rating of excellent** from the National Council of Teachers of English. U-High ranks in the top 24 out of 486 schools.
- Faculty associate **Tom Holbrook** completed the requirements to serve as a trainer for the American Association of Physics Teachers, Physics Teaching Resource Agents program.
- Faculty associates **Kathy Clesson, Peggy Scott,** and **Jim Kurz** presented “Using Alternatives, Including Technology, to Provide Quality Clinical Practices” at the American Association of College Teachers Education Conference in San Francisco.
- Faculty associate **Robert Fitzgerald** presented “Polybius and the American Enlightenment” at the Illinois Council for the Social Studies.
- Faculty associates **Jim Kinsella** and **Jean Gorski** presented “Adventures in Online Teaching” at the annual Illinois Online Conference for Teaching and Learning. Mr. Kinsella also co-authored “From Newfoundland to Illinois: The Development of an AP European History Course for the Illinois Virtual High School,” which was included in the *Journal of the Illinois Council for the Social Studies*, Vol. 63.
- **Tyler McNeely** was awarded U-High’s Sons of the American Revolution (SAR) award and was recognized at the SAR luncheon on April 20 at Bloomington Country Club.
- **Ben Luehrs** received the *Pantagraph* Scholar Athlete Award and was recognized at the *Pantagraph* Scholar Athlete Dinner on April 23, 2006.

PLAN

The PLAN test, also published by ACT Inc., is a 10th-grade educational achievement test. The scores range from 1 to 32. PLAN also includes an interest inventory that provides clues to the kinds of occupations or jobs that match students’ interests. This is the third year that all sophomores took the PLAN test.

	U-High	Nation
English	20.8	16.1
Mathematics	21.6	16.3
Reading	20.2	15.8
Science reasoning	20.9	17.4
Composite	21.0	16.5

SAT

A smaller number of U-High students (24) took the Scholastic Aptitude Test (SAT), a college entrance exam that is often used by out-of-state universities during the admission process. The SAT measures two areas: verbal ability and mathematical ability. Scores range from 200 to 800.

	U-High	Nation
Critical reading	604.2	503
Mathematics	623.8	518

PSAT

The Preliminary Scholastic Aptitude Test (PSAT) is typically taken by juniors to determine whether they qualify for National Merit Scholar status. Sophomores occasionally take this test for practice. The PSAT measures three areas: verbal ability, mathematical ability, and writing ability. Scores range from 20 to 80.

	U-High	Nation
Critical reading	55.3	47.6
Mathematics	58.9	49.2
Writing	56.6	49.4

Honors and awards

National Merit Scholars are selected on the basis of their scores on the Preliminary Scholastic Aptitude Test/National Merit Qualifying Test. This recognition is limited to high school seniors who score in the top half of 1 percent of all seniors who take the exam. **One** student was honored as a National Merit semifinalist and **four** students were recognized as Commended Scholars during the 2005–2006 school year.

Advanced Placement (AP)

Ninety-one University High School students completed 141 Advanced Placement (AP) examinations during the past school year. Advanced Placement is an international program sponsored by the College Board. Successful completion of AP courses (score of 3 and above) may result in college credit and/or exemption from introductory courses at the college level. AP exams are scored on a five-point scale: 5—Extremely Well Qualified; 4—Well Qualified; 3—Qualified; 2—Possibly Qualified; and 1—No Recommendation. The courses, the number of students who took each course, and the percentage of students who earned scores that qualify for college credit are listed in the following table.

Each year the College Board recognizes students who have scored well on AP tests. **Fourteen U-High students were recognized as AP Scholars** because they received grades of 3 or higher on three or more AP exams. **Four students were recognized as AP Scholars With Honor** as they received an average grade of at least 3.25 on all AP exams taken and grades of 3 or higher on four or more of these exams. **Three students were recognized as AP Scholars With Distinction** as they received an average grade of at least 3.5 on all AP exams taken and had grades of 3 or higher on five or more of these exams.

Course	Number of students	Percent who qualify
Art-2D design	7	29
Biology	1	*
Calculus AB	22	64
Calculus BC	1	*
Chemistry	14	100
English-language	34	82
English-literature	24	79
European history	15	93
Government and politics	1	*
Physics C	1	*
Statistics	7	71
U.S. history	14	100
Total AP exams taken	141	81

*Insufficient number to report

Finance data

The programs and activities provided within the laboratory schools are primarily funded by the operating budget. Student-funded activities and organizations and donations from parents, alumni, and other interested contributors provide additional financial support.

Because the laboratory schools are organizations within Illinois State University, expenditures for utilities, grounds maintenance, and certain central administrative functions such as data processing, purchasing, receiving, and general institutional support are assumed by the University. Furthermore, the costs of employee benefits are not included in the laboratory school budget. The employee contribution for insurance is paid by Central Management Services (CMS) as is the retirement contribution from the employer.

Operating budget for 2005-2006

Source of revenue	Amount	Percent
General state aid	\$4,997,772	64.8
Special education contract	1,370,963	17.8
Appropriated funds	1,051,751	13.6
Participation fees	116,313	1.5
Grants and contracts	94,000	1.2
Summer school fees	44,675	.6
Other	39,970	.5
Total	\$7,715,444	100

Expenditures by administrative unit	Amount	Percent
University High School	\$3,358,355	45.9
Thomas Metcalf School	2,317,933	31.7
Special education	1,197,151	16.4
Superintendent's office	389,819	5.3
Summer school	50,594	.7
Total	\$7,313,852	100

Personnel and nonpersonnel expenditures

Personnel costs account for 89.1 percent of the total expenditures. Two factors account for the large percentage of the laboratory school budget dedicated to personnel expenditures. First, the average teaching load is less in the laboratory schools than other public schools, thus providing time for laboratory school teachers to be active in teacher education, research, and service. Second, providing services to students with low-incidence disabilities—hearing, visual, and physical impairments—requires additional teachers, therapists, assistants, and interpreters.

Student-funded activities and organizations

Many activities within the laboratory schools are supported by revenue generated beyond the operating budget. Examples of these activities include the Metcalf after-school program, the U-High school store, the U-High science club, the U-High band, and all the other organizations that generate income

- **Elizabeth Alden, Hillary Baboukis, Jessica Bogue, Tony Melchiorri, Zach Saajasto,** and **Leigh Whitman** qualified for the 2007 National Merit Scholarship Program.
- **Danielle Fox** was recognized as a candidate for the National Achievement Scholarship Program based on her above-average score on the PSAT/NMSQT.
- The Pioneers' **baseball team** won the Corn Belt Conference Tournament.
- **All University High School athletic teams** were honored by the IHSA for being All Academic Teams by achieving a 3.0 grade point average or above.
- The **Class of 2006** was offered over \$1.5 million in scholarships and grants.
- **Vivian Hubbard, Chris Kraft,** and **Linda Wilkings** completed their distinguished careers at Thomas Metcalf School; **Bob Neulieb** and **Peggy Scott** completed theirs at University High School.

Laboratory school administration

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www.metcalf.ilstu.edu

through fees or fundraising. All ticket receipts and material fees are also included in this portion of the budget. The balance includes carryover funds from previous years.

	Beginning balance	Revenue	Expenditures	Ending balance
Thomas Metcalf School	\$29,680	\$95,482	\$102,874	\$22,288
University High School	\$75,357	\$464,126	\$547,051	(\$7,568)
Total	\$105,037	\$559,608	\$649,925	\$14,720

Donations

Donations are deposited into four primary foundation accounts—one for each building, one for the University High School Alumni Association, and one for the superintendent's office. The revenues reported below include carryover balances from fiscal year 2006. The large ending balance reflects an increased emphasis on fundraising. Contributions that will eventually be used to fund facility renovation projects are beginning to accumulate.

	Beginning balance	Revenue	Expenditures	Ending balance
Thomas Metcalf School	43,187	26,552	22,046	47,693
University High School	119,864	61,406	7,860	173,410
Superintendent's office	7,398	2,154	3,844	5,708
Total	170,449	90,112	33,750	226,811

Operating expense per pupil

Operating expense per pupil (OEPP) is the gross operating cost of the combined schools divided by the average daily attendance (ADA) for the regular school term. Special education expenditures associated with low-incidence programs provided in the laboratory schools on a contractual basis are not included. Previous year data, 2004–2005, are reported.

Laboratory schools	State average
\$6,109*	\$9,099**

*Does not include expenditures for utilities, maintenance, and employee benefits

**Average for all unit districts

Personnel

Percent of teachers (N=99) and administrators (N=10) by years of experience, grouped in five-year increments (n/%)

	1-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26+ years
Teachers	7 (7%)	15 (15.2%)	10 (10.1%)	18 (18.2%)	18 (18.2%)	31 (31.3%)
Administrators	1 (10%)	2 (20%)	1 (10%)	1 (10%)	1 (10%)	4 (40%)

Percent of teachers (N=99) by degrees attained (n/%)

	Laboratory schools	State
Bachelor's	34 (34.3%)	49.3
Master's and above	65 (65.7%)	50.6

Number of national board certified teachers: 9 (9%)

Percent of teachers (N=99) by race and gender (n/%)

	Laboratory schools	State
Asian or Pacific Islander	1 (1%)	1.2%
Black non-Hispanic	5 (5.1%)	8.9%
Hispanic	1 (1%)	4.6%
Native American	0 (0%)	0.2%
White non-Hispanic	92 (92%)	84.9%
Male	27 (27.3%)	23.1%
Female	72 (72.7%)	76.9%

Average salaries

The average teacher and administrator salaries are based on full-time equivalents. Salaries include coaching stipends and extra duty pay as reported on the Teacher Service Record (TSR).

	Laboratory schools	State
Teachers (94.5)	\$51,716	\$56,685
Administrators (9.5)	\$80,587	\$100,396

Technology

Educators, parents, business leaders, and policy-makers want to know if schools are keeping pace with advancements in technology. Computer availability indicates access to technology, and the number of technical support staff is an indicator of personnel resources committed to technology.

	Metcalf	U-High
Number of computers for student use	235	185
Number of computers for teacher use	55	73
Percentage of computers linked to the Internet	80	100
Number of technical support staff (FTE)	1.8	1.2

Co-curricular participation

Students are encouraged to participate in the many academic, athletic, and arts-related activities offered outside of the regular school day or schedule. Seventy-two activities are offered at University High School, and 28 activities are offered at Thomas Metcalf School. The total student counts exceed student enrollment at both schools because students participate in multiple activities.

	Number of Metcalf students	Number of U-High students
Academic activities	100	1,609
Athletic activities	288	555
Arts-related activities	436	1,154
Total students	824	3,318
Average number of activities per student	2.0	5.3

Support services

The demand for counseling services is defined as the number of counseling requests initiated by students, parents, faculty, or administrators divided by the number of total students in each attendance center multiplied by 100. At U-High, the counselors provide advisement to students regarding class schedules and transcripts, testing services, and opportunities to explore career options. They also provide assistance to students who have concerns. Thus, the number of requests is very high. The indicator shows a proportion of students receiving service.

	Metcalf	U-High
Demand for counseling services	1,643 requests (402%)	2,537 requests (416%)

Resource teachers, along with the help of peer, Illinois State University, and volunteer tutors, provide one-to-one or small group assistance to students who need additional help. The indicator shows the number of students and the proportion of students in each school who receive this type of assistance.

	Metcalf	U-High
Students receiving assistance from resource teachers	65 (16.1%)	376 (60.5%)

Additional services and interventions

Metcalf School students receiving speech services: 55 (13.4%)

Peer tutoring: Connections is a peer-helping program composed of a network of caring students who are trained to help U-High students. Two hundred and twenty-six U-High and Illinois State students served as tutors during the 2005–2006 school year.

Mental health support: The counseling department at U-High collaborates with community mental health agencies and addiction treatment facilities in an effort to coordinate services for U-High students and families. Referrals, homebound instruction, and after-treatment care are available from the counseling department. Eight students were referred to external agencies during the 2005–2006 school year.

Contact with parents

"Personal contact" includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence. There was personal contact between 100 percent of students' parents/guardians and the school staff during the 2005–2006 school year. For the state, the figure was 96.6 percent.

The laboratory schools are very fortunate to have many parents who are involved in the schools' programs and activities. Although it is not possible to acknowledge the contributions of all parents, here is a list of officers for three parent groups that provide leadership for many of our parent involvement activities:

Citizens Advisory Committee (CAC)

Cathy Heissler, chairperson
(309) 662-5067

Jeff Feid, vice chairperson
(309) 452-9777

Michelle Hardman, secretary
(309) 830-3252

Thomas Metcalf School PTO

Michelle Hardman, president
(309) 830-3252

Heather Marshall, vice president
(309) 663-6837

Barb Gallick, secretary
(309) 452-6754

Sarah Curtis, treasurer
(309) 452-9661

University High School Boosters

Tim and Marsha Truty, presidents
(309) 454-2784

Alison Geyer, vice president
(309) 661-4534

Amy Stork, secretary
(309) 963-4691

Greg Lawler, treasurer
(309) 829-7170

Volunteer hours

Illinois State University students volunteered 1,087 hours at Thomas Metcalf School.

Illinois State University students volunteered 5,817 hours at University High School.

Special education services

The Heart of Illinois Low Incidence Association (HILIA) is a regional special education cooperative formed to promote, establish, and maintain comprehensive education programs for children ages three to 21 with hearing, vision, physical, or multiple disabilities. There are several support services available to children enrolled in these programs including speech and language diagnostics and therapy, physical therapy, occupational therapy, hearing testing, psychological testing, orientation and mobility training, and pre-vocational education. Other services include adapted art instruction, adapted physical education instruction, nursing, and interpreting. Staff provide assistance with care and feeding, note-taking, and adaptation of materials.

The academic curriculum is individualized for each child, and as often as possible the child is included in the regular education program. The length of time and type of supplemental services provided to children is determined by their Individual Education Plan (IEP).

Low-incidence programs

Disability	Number of students	Number of teachers	Number of assistants and interpreters
Deaf/Hard-of-hearing	32	6	13
Multiple disabilities	4	1	1
Visually impaired	6	1.5	2
Totals	42	8.5	16



ILLINOIS STATE UNIVERSITY



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