



2016-2017

# Laboratory Schools | Annual Report

COLLEGE OF EDUCATION | ILLINOIS STATE UNIVERSITY



UNIVERSITY  
**LABORATORY  
SCHOOLS**  
*Illinois State University*

## OUR MISSION

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:

- **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; and
- **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.

*The 2016-2017 school year was marked by some memorable achievements by students and faculty alike. Selected highlights are listed under the next section, “Points of Pride.”*

## POINTS OF PRIDE

Eight U-High students were named Commended Students in the 2017 **National Merit Scholarship Program**, among 34,000 throughout the nation recognized for their exceptional academic promise.

Mark Adams, one of U-High’s speech and debate coaches and a recently retired English teacher, was honored, for the second time, as one of 12 people nationwide to receive a **Diamond Coach Award** by the **National Speech and Debate Association Honor Society**. Mr. Adams has coached at U-High for 10 years.

The **U-High boys golf team** won the Class 2A State Tournament held at ISU’s Weibring Golf Club. This win marks the 10th championship in school history and the first title since 2009. The **U-High girls golf team** finished in seventh place at this year’s Class 1A State Tournament held at Decatur’s Red Tail Run Golf Course.

The **U-High girls tennis doubles team** finished in third place at this year’s state tournament. Overall the girls Pioneers tennis team finished in ninth place with 13 points. The **U-High boys tennis team** finished in fourth place at this year’s state tournament in Arlington Heights.

The **U-High boys soccer team** defeated Waterloo Gilbault 1-0 and St. Joseph 3-1 to win the Class 1A state championship. The Pioneers ended with a 17-6-5 record and the first state title in school history. The **Illinois High School Coaches Association** released its all sectional soccer selections and Nathan Clay and Cayden Redd were selected for the all-sectional first team and JD Kelley was selected for an honorable mention.

The **U-High girls soccer team** finished in second place at this year’s state series at North Central College in Naperville. U-High graduate Sarah LaFayette was named this year’s **Pan-**

**tagraph Soccer Player of the Year**. Sarah led the Pioneers to a second place finish in the Class 1A state tournament this past season. She was also the third leading scorer in state history, scoring 178 career goals along with contributing 53 assists.

The **U-High Marching Pioneers** received first place in Music Performance and Second Place overall in Class 1A at the **State of Illinois Invitational High School Marching Band Championship** in October.

Eighteen U-High jazz musicians were chosen to participate in the 2016 **ILMEA District Jazz Festival**. Thirty U-High musicians were chosen to participate in the 2016 **Illinois Music Educators Association District Festival**.

The **U-High cross country teams** competed at the Class 2A state meet held at Peoria’s Derweiller Park. The boys teams finished in third place, and the girls team finished in eighth place.

The U-High boys tennis coach, Jon Friesen, was selected by the **Illinois High School Tennis Coaches Association** as the 2016 **Regional Coach of the Year**. Coach Friesen was honored at the Awards Luncheon of the IHSTCA Workshop in February at the Vaughan Center in Aurora.

Under the ranking of Niche’s **Best Public High Schools**, U-High came out as the 13th best in the state of Illinois.

Lake Williams was named the 2016 **Mr. U-High**. With everyone’s help, the **U-High Student Senate** and **U-Build Club** raised over \$5,800 that will be used to help construct a home in Haiti over spring break.

Coach Lester Hampton was inducted into the **Illinois Track and Cross Country Coaches Association Hall of Fame**.

Eleven U-High music students were selected to participate in the 2017 **Illinois Music Educators Festival**.

For the second year in a row, U-High's literary magazine *Brome and Beyond* has won the highest award from the National Council of English Teachers for its 2015 issue "Spiraling Out of Control."

Stephanie Chow was honored at the ILMEA All-State Composition Contest with a first place award in the Commercial/Pop category and second place award in Jazz Improvisation. She and Ryann Piker performed her first place composition "Closer" for all of the All-State students at the Student Composition Concert in January. Stephanie Chow won second place in the NAFME Electronic Music Composition Contest (high school division) for her original composition "Closer".

Packard Otto and Dylan Carey competed in the Illinois State Wrestling meet. Packard finished in the top eight class A heavyweights and finished just one match away from medaling. Dylan placed fifth at 126 in one of the toughest weight classes in the state.

At this year's state swim meet, U-High's Colton Stogner finished in fifth place in 20.9 seconds in the 50 free and in sixth place in 45.77 seconds in the 100 free at New Trier High School.

In basketball, the Associated Press selected U-High's Keondre Schumacher as an all-state second team pick in class 3A. He averaged 17.3 points and 3.6 assists per game. Raven Hughes, with 1,279 career points, was named the **Pantagraph Area Player of the Year**. She averaged 15.5 points and carried the Pioneers to a 28-5 record and as high as No. 4 in the state poll.

The U-High WYSE team finished in second place at the state tournament at the University of Illinois at Urbana-Champaign.

Lauren Seaver finished in third place and Katie Reeves finished in fourth place in the track and field team pole vault event at this year's state meet in Charleston. The U-High boys track and field team tied for first place at this year's state meet held in Charleston. The team finished with 37 points, tying with Freeport for the Class 2A title.

James Han brought home a first place finish in extemporaneous commentary at this year's National Speech and Debate Tournament in Alabama. Caroline Pickering and Natalie Thomison finished in second and fourth place, respectively, in expository speaking. U-High had an additional two students finish in the top 60 and four were semi-finalists. The Pioneers were represented by a record 16 students who attended the tournament that involved more than 1,100 schools.

The National Speech and Debate Association named seniors Colin Hardman, Justin Maaks, Alex Plumadore and Austin Spaulding Academic All-Americans. Less than 500 out of 141,000 students earn this award each year, placing them nationally among the top half of one-percent of all student members.

This month, students from U-High and the area competed in the Annual National NAACP ACT-SO Competition in Baltimore. They competed along with 700 talented youth from across the US. U-High junior Jordyn Blythe brought home a gold medal in oratory speaking.

Graduation was held for the class of 2017 in Braden Auditorium for the seniors and their families. The class was offered over \$12,000,000 in scholarships to continue their education at colleges and universities around the country.

**Metcalf Learner Qualities** were introduced. Metcalf students recognize and exhibit personal responsibility for their learning, as evident by the following learner qualities:

- **Wonder:** I imagine possibilities
- **Self Aware:** I am mindful
- **Question:** I find out
- **Think:** I have my own ideas, beliefs, and opinions
- **Reflect:** I look back on my learning to choose my next steps
- **Grit:** I don't give up
- **Connect:** I link knowledge together to develop new understandings

Through her famous children's books, author **Patricia Polacco**, read and discussed with students at Metcalf her journey as a struggling student to an inspirational author.

Professional basketball player, **Corey Rich**, visited Metcalf to share with students how important school is and how activities such as basketball can help build character.

The **Metcalf Game Club** was created for Metcalf students to have fun, create, and socialize, using games to enhance learning.

**Six golfers** at Metcalf competed at state. Jaiden Mapugay placed seventh. Olivia Graham and Ihnera Gerongay tied for 19th place.

**Metcalf hosted** visitors from China, Panama, and Japan.

The **Metcalf Math Counts team** earned second place at the regional competition. Eighth-grader Matt Culbertson earned first place, Alicia Han (eighth grade) earned sixth place, and Rene Mohammadi (eighth grade) earned eighth place. Our team participated at state in Lisle.

The **Metcalf Allied Arts** musical performance of The Lion King, resulted in record attendance.

The **Metcalf Scholastic Bowl** won state.

The **Metcalf Jr Gamma Phi Circus** celebrated its 30th anniversary.

In collaboration with ISU Deaf and Hard of Hearing Department, guest speaker **Sheena McFeely** spoke to Metcalf students about her journey through life living as a deaf individual and how she accomplished her goals and dreams.

The **Metcalf Orffcats** were invited to perform in Nashville. During this trip, they were given the opportunity to record themselves in one of the city's premier recording studios.

The **Metcalf Eighth grade boys** won state in the 4x100 relay—Mathew Davenport, Mason McClure, Daniel Mosele, and Camdyn Barclay. Colton Nafziger, McClure, Mosele, and Barclay placed sixth in the 4x400. Naffziger placed sixth in pole vault.

**Nine Metcalf teachers** completed their third and final year working toward National Board Certification.

**Made in Hayden** debuted as middle school students showcased their various talents on stage at Metcalf.

**Metcalf Administrators and teachers** visited the countries of Spain, New Zealand, Australia, and China to experience education across the world.

# 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.

## Attendance

A perfect attendance rate (100 percent) means that all students attended school each day of the academic session.

	Metcalf	U-High	District	State
Attendance	95.98	94.98	95.2	94.0

	Days Present	Days Possible	Percent
MLS	63,795	66,468	95.98
UHS	100,551	105,867	94.98
LS	164,346	172,335	95.36

## Enrollment by grade level

K	1	2	3	4	5	6	7	8	Metcalf
36	35	42	42	41	47	46	49	49	387
									U-High
					9	10	11	12	607
									District
									994

## 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. The average number of students in each class in Illinois is 21.

	Laboratory School Average	State
Kindergarten	18	19.1
Grade 1	17.5	19.8
Grade 3	21	20.8
Grade 6	23	21.3
Grade 8	24.5	20.6
High school	16.2	19.5

	Actual Enrollment by Grade	Laboratory Schools Average by Grade
Kindergarten	36	18
Grade 1	35	17.5
Grade 3	42	21
Grade 6	46	23
Grade 8	49	24.5
High school	1214/75	16.2

## Enrollment by race/ethnicity (%)

	Metcalf	U-High	District	State
White	74.9	74.1	74.5	48.5
Black	4.4	6.6	5.5	17
Hispanic	9.3	6.6	7.95	25.7
Asian	4.2	5.6	4.9	4.9
Native Hawaiian/Pacific Islander	0.0	0.33	0.165	0.1
American Indian/Alaskan	0.003	0.0	0.15	0.4
Two or More Races	7.5	6.9	7.2	3.4

	Metcalf (387)		U-High (607)		Unit-wide (994)	
White	289	74.9	449	74.1	738	74.4
Black	16	4.2	40	6.6	56	5.7
Hispanic	36	9.3	40	6.6	76	7.7
Asian	16	4.2	34	5.5	49	4.9
Native Hawaiian/Pacific Islander	0.0	0.0	2	0.33	2	0.2
American Indian/Alaskan	1	0.26	0.0	0.0	1	0.1
Two or More Races	29	7.5	42	6.9	71	7.2



# ACHIEVEMENT INDICATORS (TESTING)

## Partnership for Assessment of Readiness for College and Careers (PARCC)

Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for PARCC assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA/L and mathematics), and at each grade level/course.

	Grade 3		Grade 4		Grade 5	
	Metcalf	State	Metcalf	State	Metcalf	State
Reading	55	36.2	76	37.1	75	36.6
Mathematics	64	39.2	81	30.8	56	29.6
	Grade 6		Grade 7		Grade 8	
	Metcalf	State	Metcalf	State	Metcalf	State
Reading	76	34.9	74	40	80	37.4
Mathematics	70	28.1	65	26.9	78	31.5

## SAT

The Scholastic Aptitude Test (SAT) is a college entrance exam taken by high school students that is often used by out-of-state universities during the admission process. The SAT measures three areas: verbal, mathematical, and writing ability. Scores range from 200 to 800. Below are the averages for the graduating class of 2017.

	U-High	State	Nation
Evidence-Based Reading and Writing	659	556	538
Mathematics	654	554	533
Overall	1313	1110	1071

## PSAT

The Pre-Scholastic Aptitude Test (PSAT) is typically taken by juniors to determine if a student qualifies for National Merit Scholar status. One student qualified for National Merit status. Sophomores occasionally take this test for practice so only scores for juniors are reported. This year 74 sophomores and 109 juniors took the PSAT. The PSAT measures three areas: verbal, mathematical, and writing ability. Total scores range from 320 to 1520.

	U-High	State	Total Group
Sophomore	1124	933	938
Junior	1203	1002	1020

## 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). Below are the average scores for the graduating class of 2017.

	U-High	State	Nation
English	24.8	20.7	20.3
Mathematics	25.2	21.0	20.7
Reading	25.6	21.3	21.4
Science Reasoning	24.6	21.1	21.0
Composition	25.2	21.2	21.0

## Graduation rate (N=148)

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	85.2

## Post-secondary options (N=148)

Two-year community college	Four-year college or university	Military	Trade School	Other
12%	83%	3%	0%	1%

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.

# ACHIEVEMENT INDICATORS (AP)

## ASPIRE

ACT Aspire maps learner progress from grades three through high school (grades 9 and 10) on a vertical scale, anchored to the scoring system of the ACT. This test offers a system of annual vertically articulated, standards-based system summative assessments linked to **ACT College Readiness Benchmarks** and other sets of state standards. Subject areas include english, math, reading, science, and writing.

	U-High (9th Grade)	ACT College Readiness Benchmark (9th Grade)
English	436	429
Mathematics	433	425
Reading	429	423
Science Reasoning	432	425
Writing	426	425

	U-High (10th Grade)	ACT College Readiness Benchmark (10th Grade)
English	440	431
Mathematics	438	427
Reading	431	424
Science Reasoning	435	427
Writing	429	426

## 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. **Eight** students were recognized as Commended Scholars during the school year and **five** students were semifinalists in the competition.



## Advanced Placement

**One hundred and seventy six** University High School students completed **320** 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 exam, 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. **Thirty-two** U-High students were recognized as AP Scholars because they received grades of 3 or higher on three or more AP Exams. **Twenty-two** 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. **Seventeen** 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. **Five** students were recognized as a National AP Scholar as they received an average score of at least 4 on all AP Exams taken and scores of 4 or higher on eight or more of these exams.

Course	Number of exams	Percentage who qualify
Biology	16	100
Calculus AB	40	100
Calculus BC	17	94
Chemistry	15	93
Computer Science	32	81
English-Language	1	100
English-Literature	57	91
European History	17	88
Macroeconomics	4	75
Microeconomics	5	100
Physics C: Electricity and Magnetism	2	50
Physics C: Mechanics	6	100
Psychology	4	100
Spanish Language	9	78
Statistics	23	65
Studio Art Drawing	5	80
U.S. History	22	82
U.S. Government and Politics	45	91
Total AP Exams Taken	320	

## SUPPORT SERVICES

### Demand for counseling services

The demand for counseling services is defined as the number of initial counseling requests made by students, parents, faculty, or administrators. This number does not reflect any continuing sessions as a result of an initial contact. Metcalf counseling services consist of providing assistance to students with concerns along with social and emotional classroom programming including problem-solving and emotional control along with offering academic and behavior testing. U-High counseling services consist of providing assistance to students with concerns along with advising students on class schedules and transcripts, testing services, and career exploration.

	Metcalf	U-High
Demand for counseling services	144 requests	965 requests

### Students receiving assistance

Resource teachers, along with the help of peers, Illinois State University, and volunteer mentors, 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 Tier 3	U-High U-Link Students	U-High U-Connect Students
Students receiving assistance from resource teachers	31	340	12

### Additional services and interventions

**U-Link Mentors**—A peer-helping program composed of a network of caring students who are trained to help U-High students. A total of 52 U-High and Illinois State students served as tutors during the school year.

**U-Connect Instructors**—The ISU college students provide targeted instruction in literacy and mathematics one-on-one to help students make connections in the classroom. This experience offers more authentic teaching practices one-on-one with students and offers ISU students pre-teaching opportunities. Seven majors are represented from ISU colleges by instructors in the U-Connect program: Special Ed., Spanish, Deaf Ed., Biology, Math, Chemistry, History and Social Science. A total of 11 ISU students served as instructors during the 2016-2017 school year at U-High.

**The National Board** was created to “define what teachers should know and be able to do” and to “support the creation of rigorous, valid assessments to see that certified teachers do meet these standards.” The National Board has worked with master teachers and education experts to develop standards for accomplished teaching in prekindergarten through grade 12 subject areas and offers 25 different certificates. Teachers must pass 10 rigorous assessments, including four portfolio entries featuring teacher practice and six exercises that assess content knowledge. The certification process can take from one to three years. The certificate, valid for 5-10 years, can be renewed. This voluntary program does not replace state prekindergarten through grade 12 teacher licensure or certification. Instead, it offers a much more rigorous national teacher credential that is recognized and rewarded nationwide. More than 112,000 teachers are National Board certified nationwide—just over 3 percent of the nation’s teachers.

### Percent of teachers (N=86) and administrators (N=9) by years of experience, grouped in five-year increments (%)

	1-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26+ years
Teachers	16.3	24.4	10.5	14.0	11.6	22.1
Administrators	22.2	22.2	22.2	22.2	11.1	0.0

### Percent of teachers (N=86) by degrees attained (%)

	Laboratory Schools	State
Bachelor’s	27.9	38.5
Master’s and above	72.1	60.9

### Percent of teachers (N=86) by race and gender (%)

	Laboratory Schools	State
Asian or Pacific Islander	1.1	1.5
Black non-Hispanic	2.1	5.8
Hispanic	2.1	5.6
Native American	0.0	0.2
White non-Hispanic	93.6	83.3
Two or more Races	0.0	0.8
Male	30.2	23.3
Female	69.8	76.7

### Number of national board certified teachers - 22 (25.6 percent)

### Average salaries

The average teacher and administrator salaries are based on full-time equivalents. Salaries only represent base pay and do not include coaching stipends and extra duty pay.

	Laboratory Schools	State
Teachers (86)	\$54,927	\$64,516
Administrators (9)	\$88,225	\$106,273

### National Board Certified Teachers

	Laboratory schools*	State	Nation
# National Board Certified	22	6,041	112,000
% Certified	25.6%	4.5%	3.1%

*\*There are currently seven Laboratory School teachers in the process of obtaining certification. Upon receiving their certification, 33.8 percent of our faculty will then be National Board Certified teachers.*

# 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 Schools budget. The employee contribution for insurance is paid by Central Management Services (CMS) as is the retirement contribution from the employer.

Operating budget		
Source of revenue	Amount	Percent
General state aid	\$5,846,276	69.1
Special education contract	\$1,033,816	12.2
Appropriated funds	\$1,300,492	15.4
Fees	\$26,745	0.32
Metcalf lunch program	\$126,731	1.5
Metcalf after school	\$111,973	1.3
Other	\$15,080	0.18
Total	\$8,461,113	100.0

Operating budget		
Expenditures by administrative unit	Amount	Percent
University High School	\$3,507,697	45.6
Thomas Metcalf School	\$2,674,329	34.8
Special education	\$802,410	10.4
Superintendent's office	\$418,892	5.5
Metcalf lunch program	\$179,804	2.3
Metcalf after school	\$104,881	1.4
Total	\$7,688,013	100.0

## Personnel and non-personnel expenditures

Personnel costs account for 90 percent of 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 U-High school store, Metcalf music academy, the U-High science club, the U-High band, and all the other organizations that generate income 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	\$98,709	\$157,404	\$139,937	\$116,176
University High School	\$371,623	\$858,918	\$866,298	\$364,243
Total	\$470,332	\$1,016,322	\$1,006,235	\$480,419

## 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 funds from previous years.

	Beginning balance	Revenue	Expenditures	Ending balance
Thomas Metcalf School	\$44,184	\$16,938	\$2,571	\$58,551
University High School	\$269,409	\$100,823	\$51,440	\$318,793
Superintendent's office	\$8,177	\$3,803	\$3,885	\$8,095
Total	\$321,770	\$121,564	\$57,896	\$385,439



# TECHNOLOGY USE

The Laboratory Schools recognize technology is an essential tool for engaging students in the instructional process. Understanding how technology can assist in the gathering, organizing and synthesizing of information is critical to success in the 21st century.

Technology is a tool used to increase student engagement, and it has allowed our faculty to enhance curriculum and facilitate a hands-on learning environment. The focus on increasing student engagement has led the Laboratory Schools to make sure each student has access to a computer during instruction. As a result, the Laboratory Schools have implemented a one-to-one laptop initiative in grades 3-12.

University High School is in the seventh year of a one-to-one initiative, while Thomas Metcalf School is in the fourth year of a Google school concept utilizing Chromebooks. Each family pays a technology fee to support this dynamic learning environment. In addition to each student's laptop, classrooms are supported with iPads, smartboards, and other computing devices our faculty and our tech coordinators deem appropriate in our effort to engage students at the highest levels.

## 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 **21** activities are offered at Thomas Metcalf School. **The total student counts exceed student enrollment at both schools because students participate in multiple activities.**

	Metcalf students	U-High students
Academic activities	41	1,279
Athletic activities	252	681
Arts-related activities	529	1,017
Club and school activities	45	430
Total	867	3,407
Average number of activities per student	2.2	5.6

## FINANCE DATA

### 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.

Laboratory Schools	State average
\$7,037*	\$12,973**

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

\*\*Average for all Illinois Unit Districts for FY16

## SPECIAL EDUCATION SERVICES

The Heart of Illinois Low Incidence Association (HILIA) is a regional special education cooperative formed to promote, establish, and maintain a continuum of comprehensive services for children ages 3 to 21. The Laboratory Schools offer a site-based center for students with hearing and vision disabilities. Several support services are offered to the students enrolled in these programs. These services include speech and language therapy, auditory listening therapy, physical therapy, occupational therapy, orientation and mobility training, auditory assessment services, and psychological assessment services. The academic curriculum, which promotes an inclusionary philosophy, and the length of time and type of supplemental services are determined by the child's Individual Education Plan (IEP).

### Low-incidence programs

Disability	Number of students	Number of teachers	Number of assistants and interpreters
Deaf/Hard-of-hearing	13	4	4
Visually impaired	6	3	1
Total	19	7	5

### Related services

Service	Number of students
Speech and language therapy	13
Orientation and mobility training	4
Auditory listening therapy	13

# 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 school year.

The Laboratory Schools are very fortunate to have many parents who are involved in the schools’ programs and activities. We would like to extend our sincere thanks to the members of the Citizens Advisory Council, the Thomas Metcalf School PTO, and the University High School Boosters, along with all our Lab School families. For more information on ways to become involved with these groups, please contact any of our administrators.

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# VOLUNTEER HOURS

*Illinois State University students volunteered 927 hours at Thomas Metcalf School.  
Illinois State University students volunteered 1,934 hours at University High School.*

# TEACHER EDUCATION HOURS

The Laboratory Schools provided **40,129** hours of clinical experiences for teacher education students from **25** different University departments.

University Department	Clinical Hours
Art	96.00
Biology	1,968.00
Communication Sciences and Disorder	315.00
Dance	80.00
Health Sciences	170.00
History	1,932.00
Kinesiology and Recreation	1,703.00
Mathematics	2,884.00
Music	2,091.00
Psychology	155.00
School of Teaching and Learning	26,892.50
Special Education	1,166.00
Technology	85.00
Theatre	592.00
<b>Total hours</b>	<b>40,129.00</b>



# HONORS AND AWARDS

## Presentations by faculty at University High School

"Social Science Standards in a Business Class," ISU Social Science Conference, Normal, January 27, 2017—Andrew McDowell

"Doing Justice to History—The Push Toward Making the U.K. and U.S. Curricula More Inclusive," Ireland International Conference on Education, Dublin, Ireland, April 25, 2017—Robert Fitzgerald

"Using Technology to Critically Assess Common Core Speaking and Listening Standards," Illinois Communication and Theatre Association Annual Convention, Lisle, September 23, 2016—Brian Rohman

"Disney World Candlelight Procession," Candlelight Procession, Orlando, December 30, 2016—Chris Corpus

"Teaching with Technology," Illinois Teachers of Bilingual Education Conference, Naperville, February 24, 2017—Tisha Ortega

"iResearch: Authentic Research Projects in the 21st Century," ISLMA Annual Conference, Illinois School Library Media Association, Tinley Park Convention Center, November 4, 2016—Gretchen Zaitzeff and Cassie Graham

"Read, Think, SPEAK: Using YA Literature in Nontraditional High School Disciplines," ISLMA Annual Conference, Illinois School Library Media Association, Tinley Park Convention Center, November 5, 2016—Gretchen Zaitzeff and Jeff Wollenweber

## Service and Leadership by faculty at University High School

ILMEA District 3 Senior Chorus Auditions—Chris Corpus, Adjudicator

American Choral Directors Association Summer Conference—Chris Corpus, Participant

Admissions Committee—Chris Corpus, Member

Illinois School Library Media Association—Gretchen Zaitzeff, board member at large

UHS Leadership Team—Gretchen Zaitzeff, member

EdTPA Rubric 10 Exploratory Committee for College of Education—Gretchen Zaitzeff, member

## Honors and Awards by faculty at University High School

Coach Jeremy Stanton received the 2016-2017 NFHS Boys Soccer Coach of the Year Award (National Federation of State High School Associations).

Robert Fitzgerald received the Fulbright Distinguished Teacher Award (Fulbright/Institute for International Education).

## Research Projects conducted by faculty at Thomas Metcalf School

"Collaborative Development of Clinical Practice in Literacy: Strengthening Learning in Teacher Education with Laboratory School Partners"—Crystal Patterson, Lisa Kendall, Laurel Schumacher, Brittney Minton, Amy Schumacher, Susi Beard

## Presentations by faculty at Thomas Metcalf School

"ISU Future Teacher Training," Using CCSS with Thematic Units, Thomas Metcalf School, April 7, 2017—Crystal Patterson and Michelle Mueller

"Learner Qualities: Self Aware" for Metcalf Late Start, October 1, 2016—Kim Walker-Smith and Margo Ehrlich

"Larry Ainsworth" for Thomas Metcalf Laboratory School for Late Start at Illinois State University, Normal, November 20, 2016—Mandy Stalets

"Strategies and Hints for Teachers of the Visually Impaired" for SED 246—Field Work in Low Vision and Blindness Presentation, Illinois State University, Normal, February 13, 2017—Jan Harrell

"Working with Students with Low Vision and Blindness" for TCH 294—Middle School Education, Kingsley Middle School, Normal, February 21, 2017—Jan Harrell

"Stop, Collaborate, and Listen!" for Illinois Music Educators Association Conference, Peoria, January 1, 2017—David Sulzberger

## Publications by faculty at Thomas Metcalf School

"Brain Science for Principals: What School Leaders Need to Know," How can principals maintain mindfulness in challenging times?; How can principals support environments that cultivate learning?; How can brain science inform cultural processes?; July 1, 2016—Christine Paxson

## Service and Leadership by faculty at Thomas Metcalf School

IESA Scholar Attitude Awards—Megan Bozarth

Jr. Gamma Phi Circus—Kim Walker-Smith, Director

NBCT Professional Development—Kim Walker-Smith, Facilitator

Faculty Associate Council—Kim Walker-Smith, member

KNR 222—Kim Walker-Smith, Instructor

KNR 242 and KNR 221—Kim Walker-Smith, School Clinical Supervisor

Faculty Advisory Committee—Nancy Harr



# SERVICE TO PROFESSION

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Illinois Vision Leadership Council–Jan Harrell, Membership Chair

Jazz Band–David Sulzberger, Director

Technology Committee–David Sulzberger, Member

TCH 209, Illinois State University College of Education–Michelle Mueller,  
Co-teaching

## Outreach Through Hosting Area Schools

Observe classroom/Q&A on Standards-Based Grading, Canton Schools,  
January 13, 2017–Crystal Patterson

## Hosted Visits at Thomas Metcalf School

10/02/16 - Scholars from Japan visited PE classes to learn about  
physical education in the U.S.

10/17/16 - Educators from Thailand visited Metcalf

11/29/16 - Eric Parker from Eastern Kentucky University Model  
Laboratory School visited Illinois State University Lab Schools to  
become familiar with the Lab Schools and to discuss best practices

02/03/17 - Elementary teachers from Panama visited Metcalf

02/07/17 - Education majors from China visited Metcalf

03/01/17 - ISU exchange students from Japan; they come yearly for  
classroom observations and technology discussions

03/30/17 - sixth-grade students from Asahikawa, Japan; they come  
yearly and are paired with our eighth-grade students to be integrated  
into American schools

04/26/17 and 05/04/17 - ISU English Scholars; this group of  
scholarship recipients comes annually to spend time in our  
classrooms and learn about technology in education

