

Illinois State University Laboratory Schools

A Public K-12 Laboratory School of Choice

STATE

YOUR PASSION.

Dana F. Kinley, Ed.D.

Superintendent, Laboratory
Schools

Assistant Dean, College of
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UNIVERSITY
LABORATORY
SCHOOLS
Illinois State University



ILLINOIS STATE
UNIVERSITY
Illinois' first public university

State of the ISU Laboratory Schools

Goals:

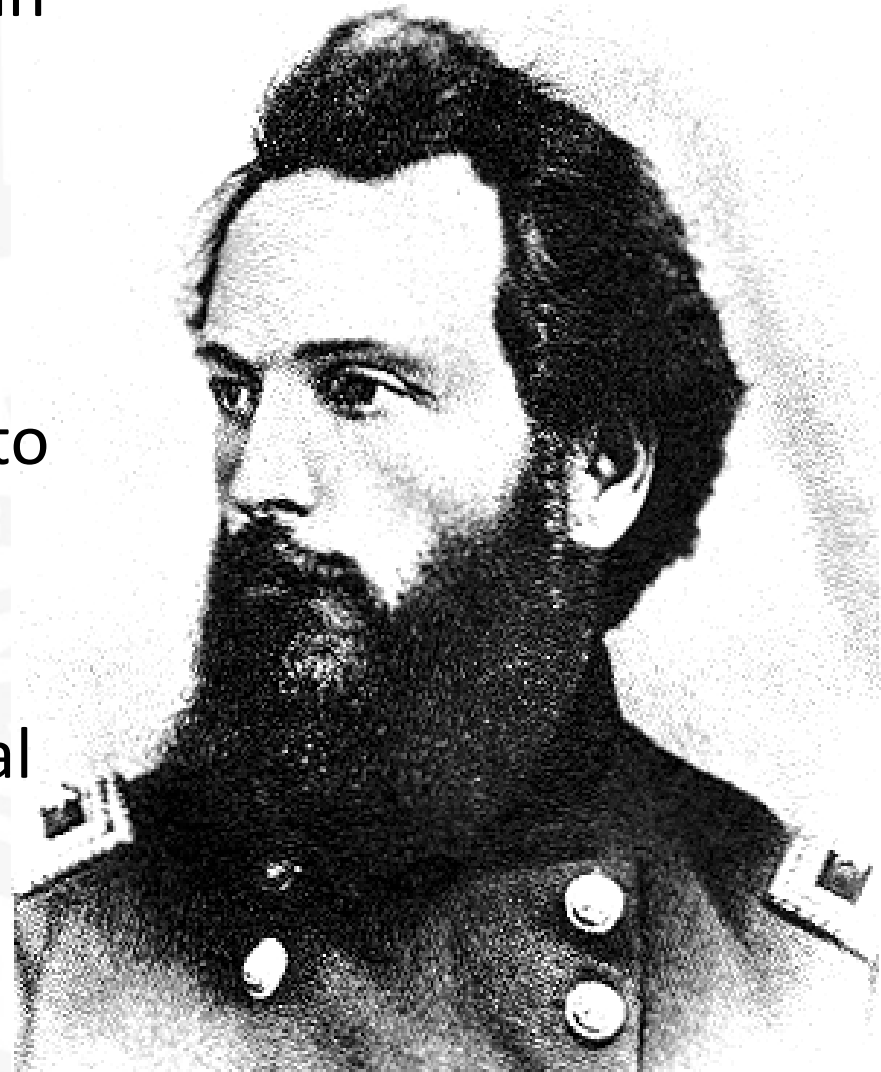
1. Who we are
2. What we do
3. Where we've been
4. Where we are going

Illinois State Normal University, established 1857

When Illinois State Normal University was first established in 1857, President Charles Hovey and other leaders at the University established the Laboratory Schools to give practical classroom experience to students preparing to be teachers.

Hovey was also the first principal of the Schools.

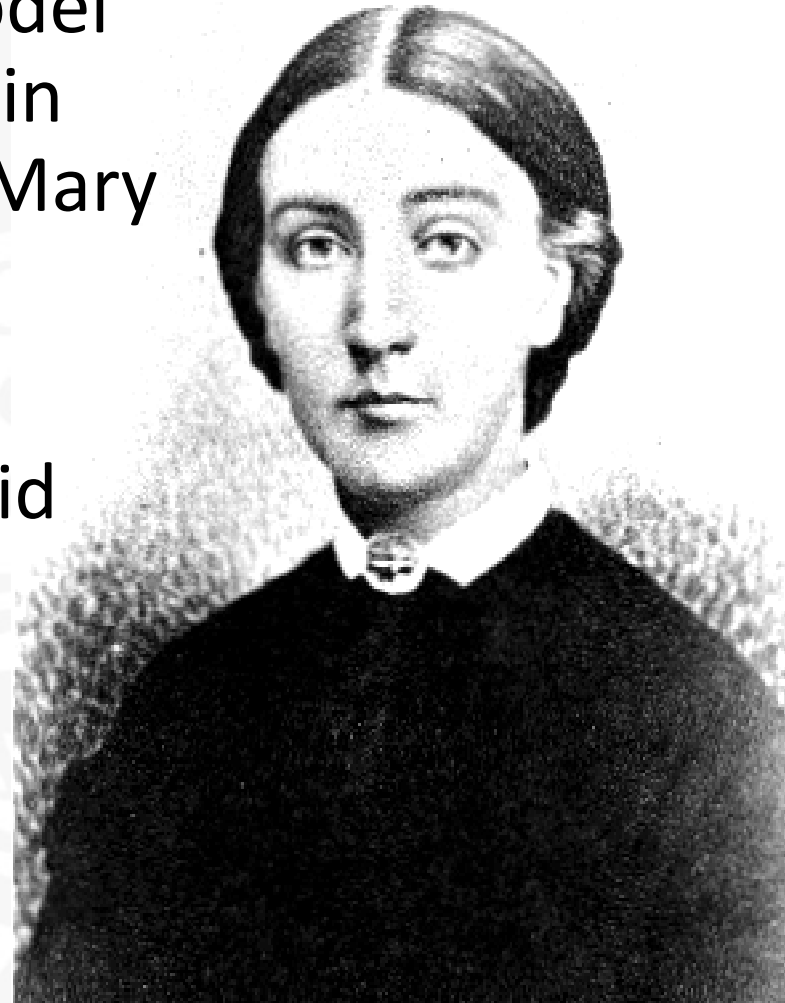
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The Laboratory Schools, established 1857

On November 2, 1857, the Model School opened in Major's Hall in downtown Bloomington with Mary Brooks as its first teacher.

The class of seven students paid \$.50 a week tuition.



The Cabbage Patch

Used for games and recreation, Thomas Metcalf School was eventually built on this space.



Thomas Metcalf School, established 1957

When the current Metcalf building opened in 1957, the Thomas Metcalf Building on the quad was changed to the University High School building.

University High's first home, Old Main was torn down during the summer of 1958.



University High School, established 1965

Opened in 1965 on the corner of Gregory and Main. John Wroan, an alumnus, was the General Contractor.



Lincoln in the Rubble of Old Main

This famous photo was taken by Lab School parent and University employee Nelson Smith.

Can you see the silhouette of President Lincoln in the rubble as Old Main is being taken down?





Who We Are Now ...

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U-High Administrators & Staff



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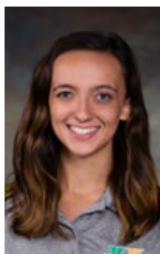
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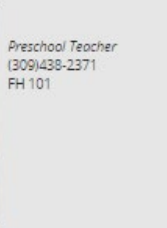
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Staff by the Numbers

<i>n =</i>	District	U-High	Metcalf	HILIA	Total
Faculty Associates	0	49	35	12	96
Civil Service	1	7	12	9	29
Administrators	1	3	3	1	8
Total	3	59	49	22	133

<i>FTE =</i> <i>Full-Time Equivalency</i>	District	U-High	Metcalf	HILIA	Total
Faculty Associates	0	48.15	33.50	11.50	93.15
Civil Service	1.00	7.00	12.00	9.00	29.00
Administrators	1.10	3.45	2.70	.75	8.00
Total	2.10	58.60	48.20	21.25	130.15

Faculty Education Attainment

	Faculty Associates
Bachelors	67.3%
Masters & Above	32.7%

Faculty Associates Teaching at ISU

Metcalf Faculty Associates

Agnes Hatch

Michael Jones

Cassandra Mattoon

Kara Story

Lisa Tabaka

Molly Turner

Rachel Wells

U-High Faculty Associates

Bradley Dearing

Bob Fitzgerald

Kirsten Haney

Tisha Ortega

Recognizing Nationally Board Certified Faculty

Please join me in recognizing our Nationally Board Certified faculty members:

- ◆ Ginnell Barke, 1st grade at Metcalf
- ◆ Chris Corpus, Music/Vocals at U-High
- ◆ Chris Culbertson, Middle School Spanish at Metcalf
- ◆ April Davenport, Maker Innovation at Metcalf
- ◆ Jake Davis, Science at U-High
- ◆ Tara Augspurger, Foreign Language at U-High
- ◆ Jennifer Frank, 7th & 8th grade Language Arts at Metcalf
- ◆ Beth Gordon, 2nd grade at Metcalf
- ◆ Dr. Vickie Graziano, Math at U-High
- ◆ Agnes Hatch, Kindergarten at Metcalf
- ◆ Jonathan Haws, Physical Education at Metcalf
- ◆ Cassie Hulett-Graham, English at U-High
- ◆ Jason Landes, Band at Metcalf & U-High
- ◆ Amy Lund, HILIA at U-High
- ◆ Cassandra Mattoon, Kindergarten at Metcalf
- ◆ Courtney O'Connor, Guidance Counselor at U-High
- ◆ Tisha Ortega, Foreign Language at U-High
- ◆ Maria Pessman, Physical Education at U-High
- ◆ Kate Pole, Social Science at U-High
- ◆ Amy Reiman, English at U-High
- ◆ Amanda Stalets, Math at U-High
- ◆ Lisa Tabaka, HILIA Vision Facilitator
- ◆ Jennifer Talbot, 5th & 6th grade Math at Metcalf
- ◆ Dr. Kevin Thompson, Math at U-High

Congrats
to
Promoted
Faculty

CONGRATULATIONS!

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Please join me in congratulating the following professionals.

Megan Fleri-Somers

Faculty Associate in Business/Social Sciences at U-High

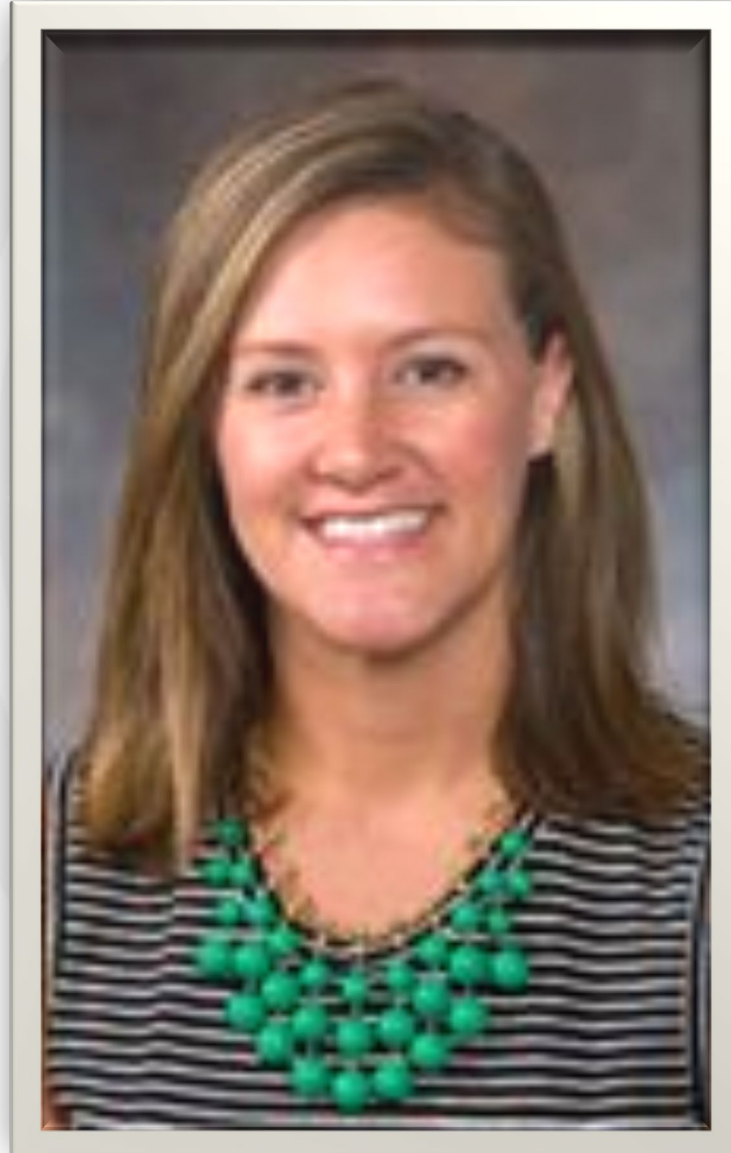


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...new position

Courtney, O'Connor

College & Career Counselor at U-High



...new position

Teresa Fitzgerald

Faculty Associate Interventionist at Metcalf



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...increase to full-time

Dr. Lin Lin

Faculty Associate in Foreign Language at Metcalf & U-High



STATE
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...increase to full-time

Congrats to Newly Tenured Faculty

Please join me in congratulating our newly tenured faculty members:

- Angelica Delatorre-Im – Foreign Language at U-High;
- Rebekah Hoffman – English
- Brian Rohman – English at U-High;
- Tami Scherer – HILIA, Deaf/Hard of Hearing Facilitator



Congratulations!

Angelica Delatorre-Im

Faculty Associate in Foreign Language at U-High



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Rebekah Hoffman

Faculty Associate in English at U-High



Brian Rohman

Faculty Associate in English at U-High



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Tami Scherer

HILIA, Deaf/Hard of Hearing Facilitator

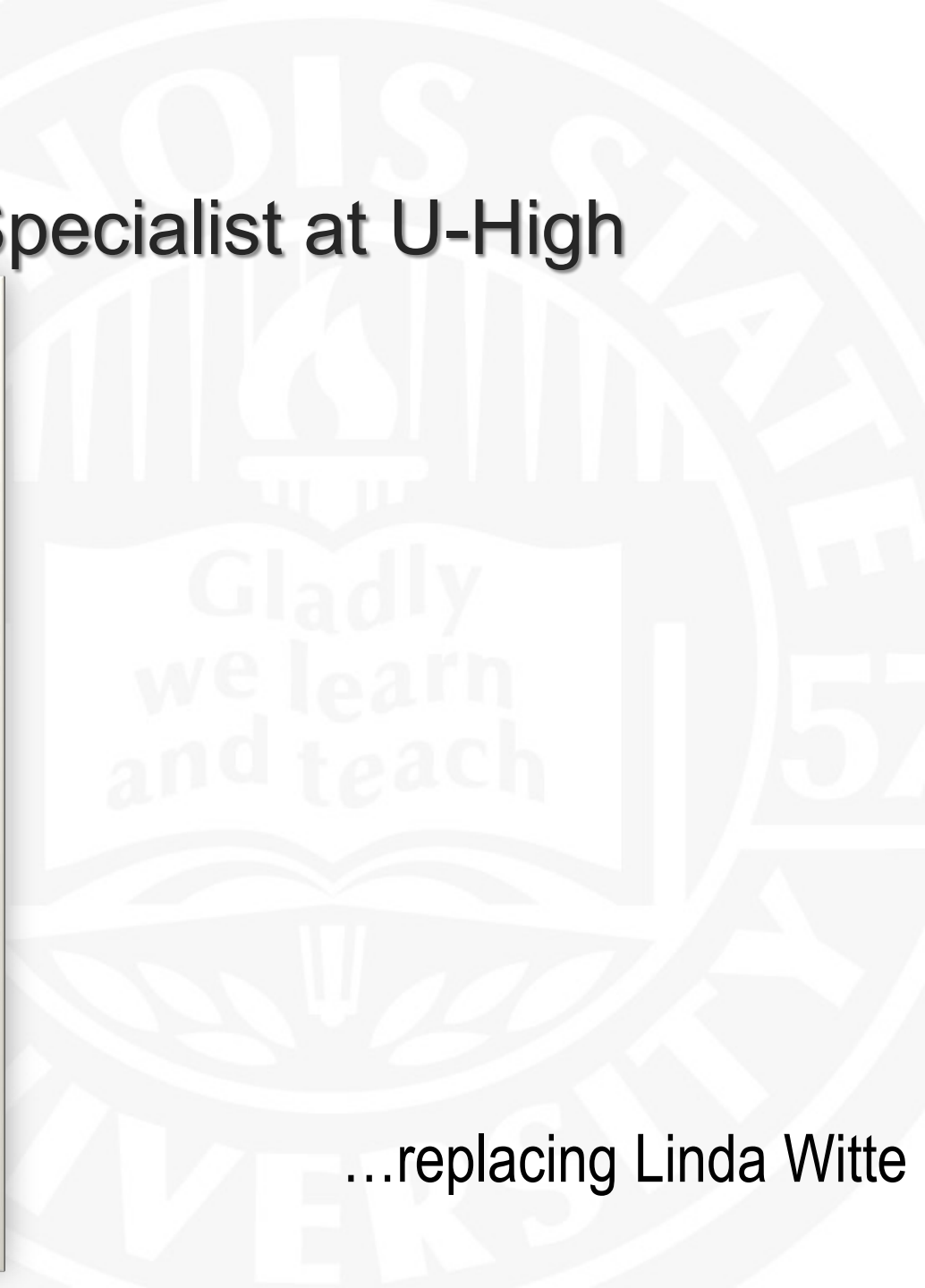


Welcome New Faculty & Staff

Please join me in welcoming the following professionals.

Christin Bair

Main Office Support Specialist at U-High



...replacing Linda Witte

Amy Brokaw

Library Media Specialist at U-High



...replacing Megan Fleri-Somers

Kayla (Haines) Schahrer

Faculty Associate in Biology at U-High



...replacing Mike Troll

Chris Headrick

Guidance Counselor at U-High



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...replacing Courtney O'Connor

Bethany Hoffert

School Psychologist at U-High



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...new position

Mark Jedele

Faculty Associate in Physics at U-High



Gladly
we learn
and teach

...replacing Aaron Pacheco

Madison Leman

Faculty Associate of the Deaf for HILIA (Itinerant)



...replacing Molly Turner

Sarah Lin

Teacher's Assistant for the Visually Impaired (HILIA) at Metcalf



...new position

Sidney Megeff

Faculty Associate in Music at Metcalf



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...replacing Aundrea Wells

Morgan Schmidt

Faculty Associate in Social Science at U-High



STATE
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...replacing Trevor Von Bruenchenhein

Jasmine Spotts

HILIA Faculty Associate of the Deaf at Metcalf & U-High



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...new position

Korinna Tice

Curriculum Office Support Specialist at Metcalf



STATE
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...replacing Carly Pohlman

Jessica Wargo

Preschool Faculty Associate at Metcalf



STATE
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...replacing Chris Schlipf

Students by the Numbers: Enrollment

	U-High	Metcalf	Total
K-12 Lab Schools Students	610	390	1000
Preschool Students	0	28	28
HILIA Lab Schools Students	7	13	20
Total	617	431	1048

Enrollment: School Year 2018-2019

ISU Laboratory Schools Enrollment - FY19	Student Count
Grade	Total
Preschool	28
Kindergarten	36
First	38
Second	42
Third	44
Fourth	46
Fifth	44
Sixth	44
Seventh	48
Eighth	48
Metcalf Subtotal	390

ISU Laboratory Schools Enrollment - FY19	Student Count
Grade	Total
Nineth	158
Tenth	157
Eleventh	153
Twelfth	140
U-High Subtotal	608

ISU Laboratory Schools Enrollment - FY19	Student Count
Grades K-12	Total
District Total	998

Enrollment Demographics: SY 2018-2019

By Gender		
Female	Male	Total
500	498	998
50%	50%	

	By Race						
	American Indian/ Alaskan	Asian	Black	Multi-Racial	Native Hawaiian/ Pacific Islander	White	Total
Metcalf	5	11	18	36	0	320	390
	1%	3%	5%	9%	0%	82%	
U-High							
	3	47	47	22	2	487	608
	0%	8%	8%	4%	0%	80%	
Total	8	58	65	58	2	807	998
	0%	6%	7%	6%	0%	81%	

Enrollment Demographics: SY 2018-2019

	By Socio-economic Status (Free/Reduced Lunch)		
	Yes	No	Total
Metcalf	21	369	390
	5%	95%	
U-High	18	590	608
	3%	97%	
Total	39	959	998
	4%	96%	

	By Public School Districts			
	Dist. 87	Unit 5	Other	Total
Metcalf	83	263	44	390
	21%	67%	11%	39%
U-High	107	398	103	608
	18%	65%	17%	61%
Total	190	661	147	998
	19%	66%	15%	100%

Admissions: School Year 2019-2020

ISU Laboratory Schools 2019 Admissions	Applications Submitted	Acceptance		
Grade		Yes	No	Total
Preschool	103	28	75	103
Kindergarten	127	8	119	127
First	45	1	44	45
Second	51	4	47	51
Third	42	2	40	42
Fourth	57	1	56	57
Fifth	34	2	32	34
Sixth	64	2	62	64
Seventh	22	0	22	22
Eighth	24	1	23	24
Metcalf K-8 Subtotal	466	21	445	466

ISU Laboratory Schools 2019 Admissions	Applications Submitted	Acceptance		
Grade		Yes	No	Total
Nineth	278	147	131	277
Tenth	8	0	8	8
Eleventh	4	0	4	4
Twelveth	0	0	0	0
U-High Subtotal	290	147	143	289

ISU Laboratory Schools 2019 Admissions	Applications Submitted	Acceptance		
District		Yes	No	Total
	756	168	588	755

Admissions Demographics: SY 2019-2020

By Gender		
Female	Male	Total
94	74	168
56%	44%	

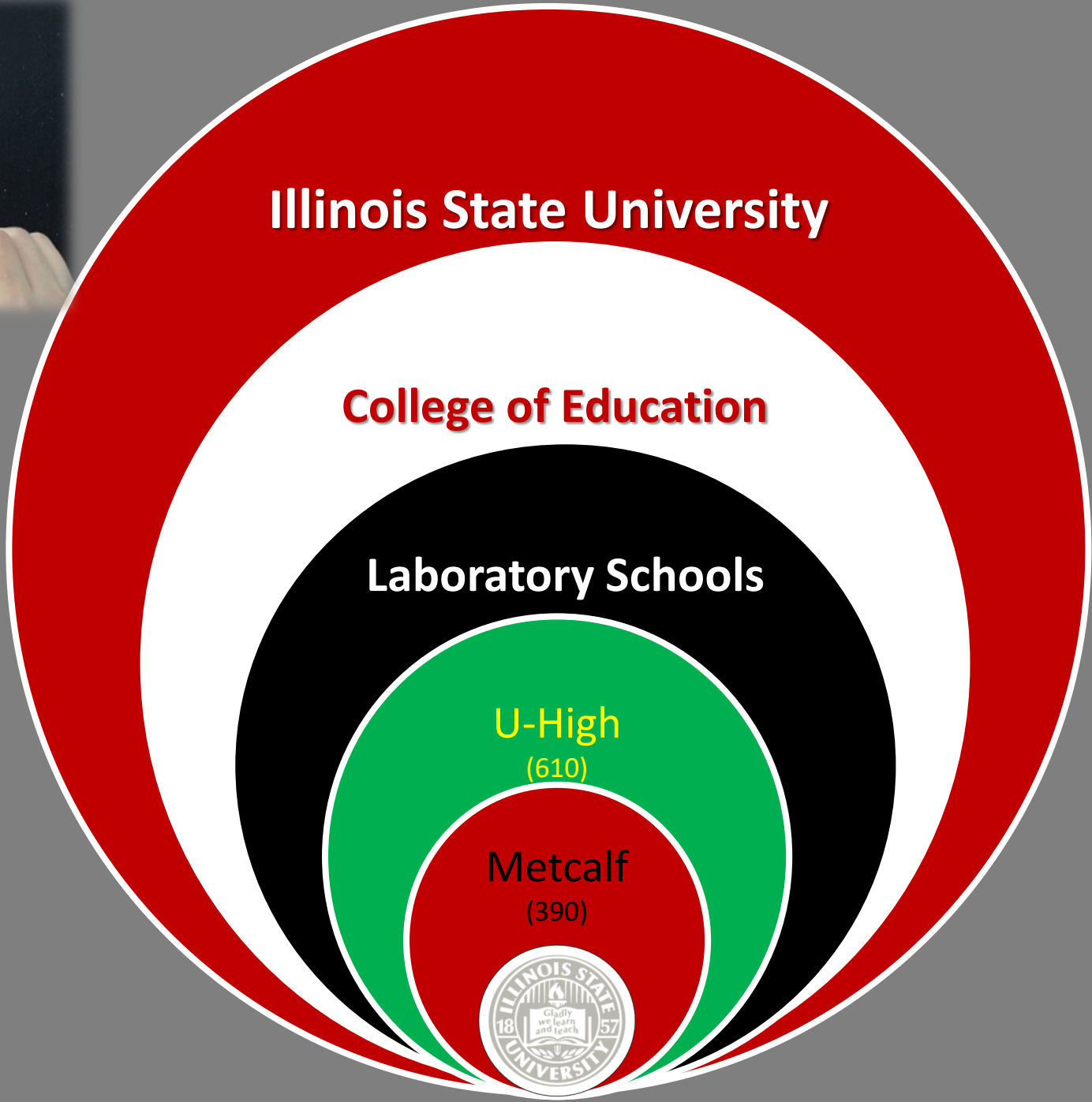
	By Race						
	American Indian/ Alaskan	Asian	Black	Multi-Racial	Native Hawaiian/ Pacific Islander	White	Total
Metcalf	0	2	0	2	0	17	21
	0%	10%	0%	10%	0%	80%	
U-High							
	2	11	8	5	0	121	147
	1%	8%	6%	3%	0%	82%	
Total	2	13	8	7	0	138	168
	1%	8%	5%	4%	0%	82%	

Admissions: Districts Represented

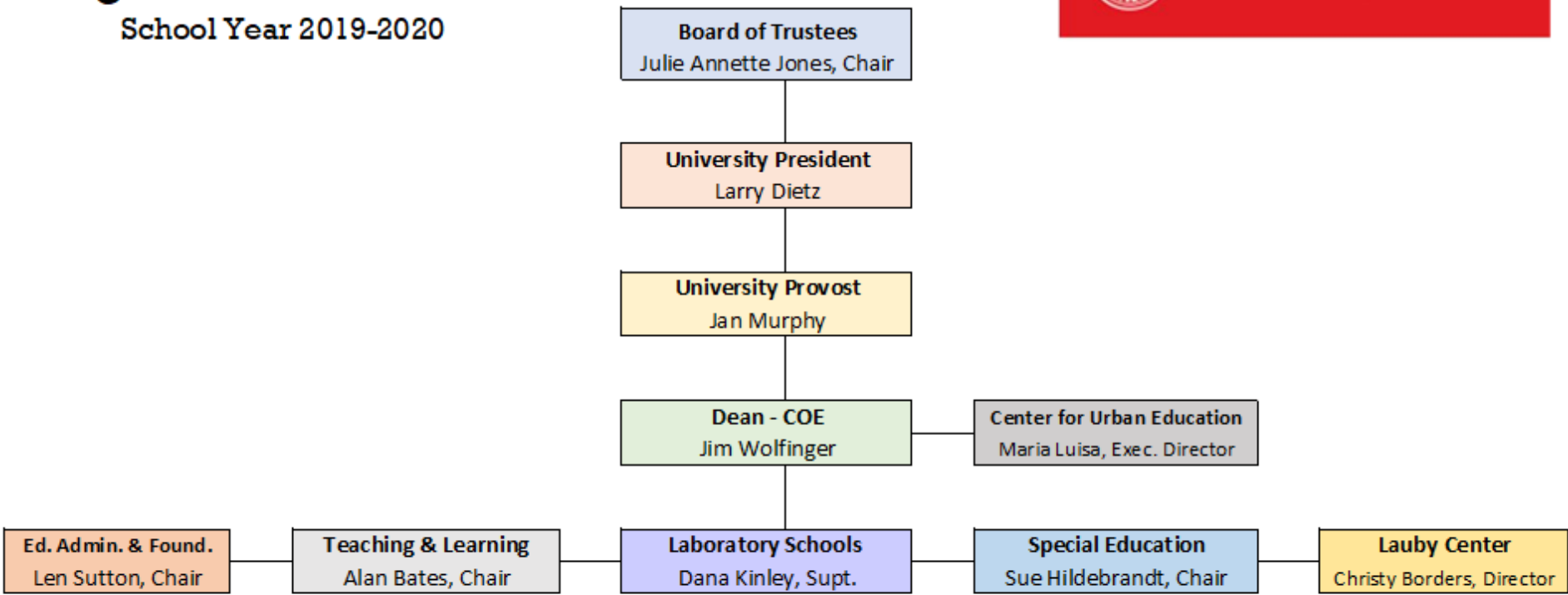
<u>Metcalf (Applied) = 24</u>	<u>U-High (Applied) = 15</u>	<u>Metcalf (Accepted) = 7</u>	<u>U-High (Accepted) = 13</u>
Unit 5	Unit 5	Unit 5	Unit 5
Bloomington District 87	Bloomington District 87	Bloomington District 87	Bloomington District 87
Clinton	Clinton	Decatur	Clinton
Decatur (District 61)	Decatur Public Schools	Eden Prairie, Minnesota	Deer Creek-Mackinaw
Deer Creek Makinaw	Deer Creek Makinaw	Lexington	El Paso Gridley
Dunlap (District 323)	El Paso Gridley	Odell (District 435)	Gibson City
Eden Prairie, Minnesota	Eureka	Olympia	Heyworth
El Paso Gridley	Gibson City		LeRoy
Eureka	Heyworth		Lexington
Heyworth	LeRoy		Lincoln
LeRoy	Lexington		Olympia
Lexington	Lincoln		Prairie Central
Maryville, Missouri	Olympia		Tri-Valley
MiKinney, Texas	Prairie Central		
Oak Lawn	Tri-Valley		
Odell (District 435)			
Olympia			
Peoria (District 150)			
Pontiac			
Prairie Central			
Prosper, Texas			
Shorewood, Illinois			
Tri-Valley			
Tulsa, Oklahoma			



SEE THE
BIG
PICTURE



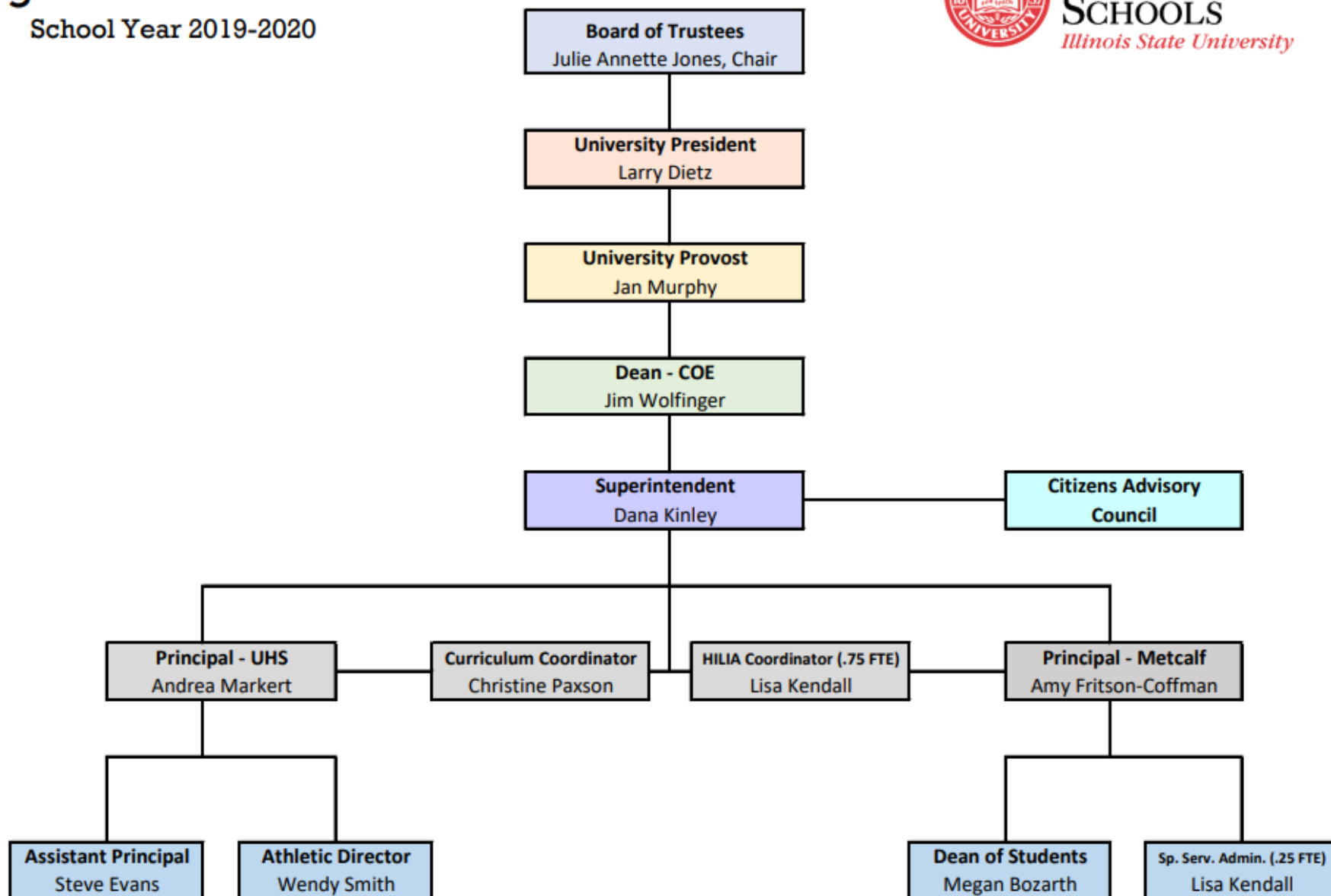
College of Education
Organizational Chart
School Year 2019-2020



Laboratory Schools
Organizational Chart
School Year 2019-2020



UNIVERSITY
**LABORATORY
SCHOOLS**
Illinois State University



Lab Schools Mission

1. Pre-Service Teacher Education:

To 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;

2. Research:

To provide an environment in which research and development activities may be conducted;

3. Exemplary Teaching & Learning:

To provide a comprehensive, high-quality academic program for Metcalf and University High School students; and

4. Service to the Profession:

To promote effective, high-quality education throughout the teaching profession and to aid other educators in the process of improving the quality of education in their schools.



ISU LABORATORY SCHOOLS

OUR MISSION



Pre-Service
Teacher
Education

Pillar 1



Research

Pillar 2



Exemplary
Teaching
&
Learning

Pillar 3



Service
to the
Profession

Pillar 4



Thomas Metcalf School



University High School

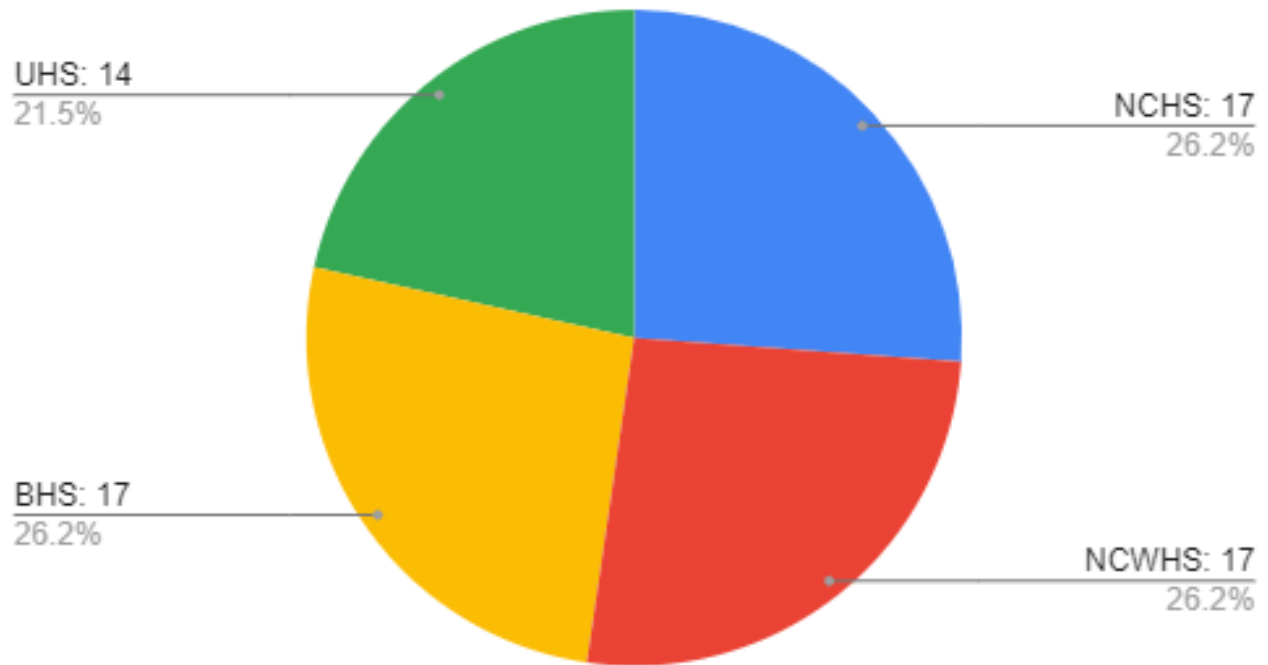


EXCELLENCE IN EDUCATION THEORY & PRACTICE

Advanced Placement (AP) Courses

U-High AP Courses	2018-2019
Biology	39
Calculus AB	34
Calculus BC	29
Chemistry	45
Comparative Government	12
Computer Science A	39
English Language	52
English Literature	16
Macroeconomics *	1
Microeconomics *	1
Music Theory *	1
Psychology	5
Spanish Language	19
Statistics	32
Studio Art	4
US Government	30
US History	39
Total AP exams	398

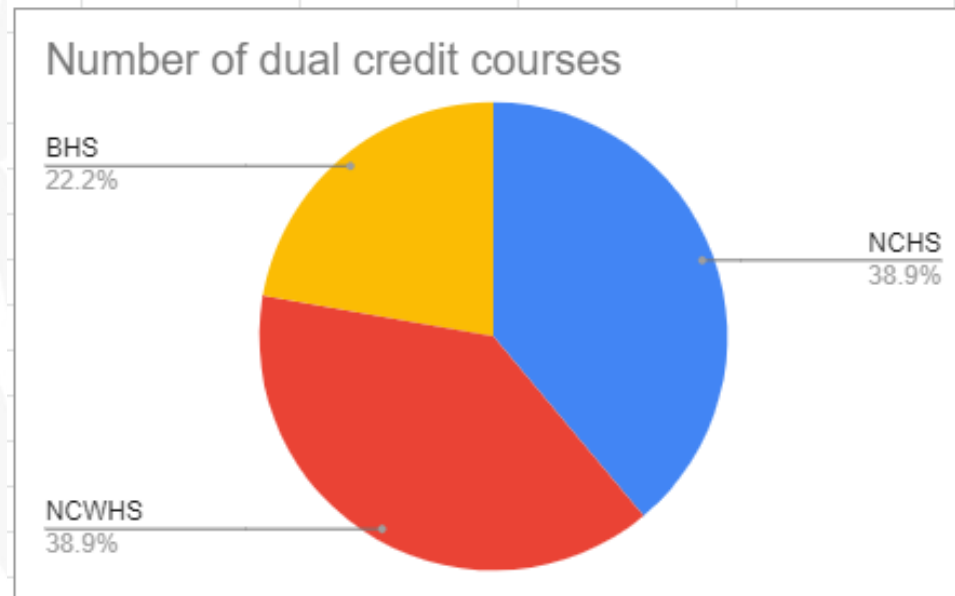
Number of AP Courses



* Courses offered as independent study and not a full course.

Dual Credit Courses: SY 2018-2019

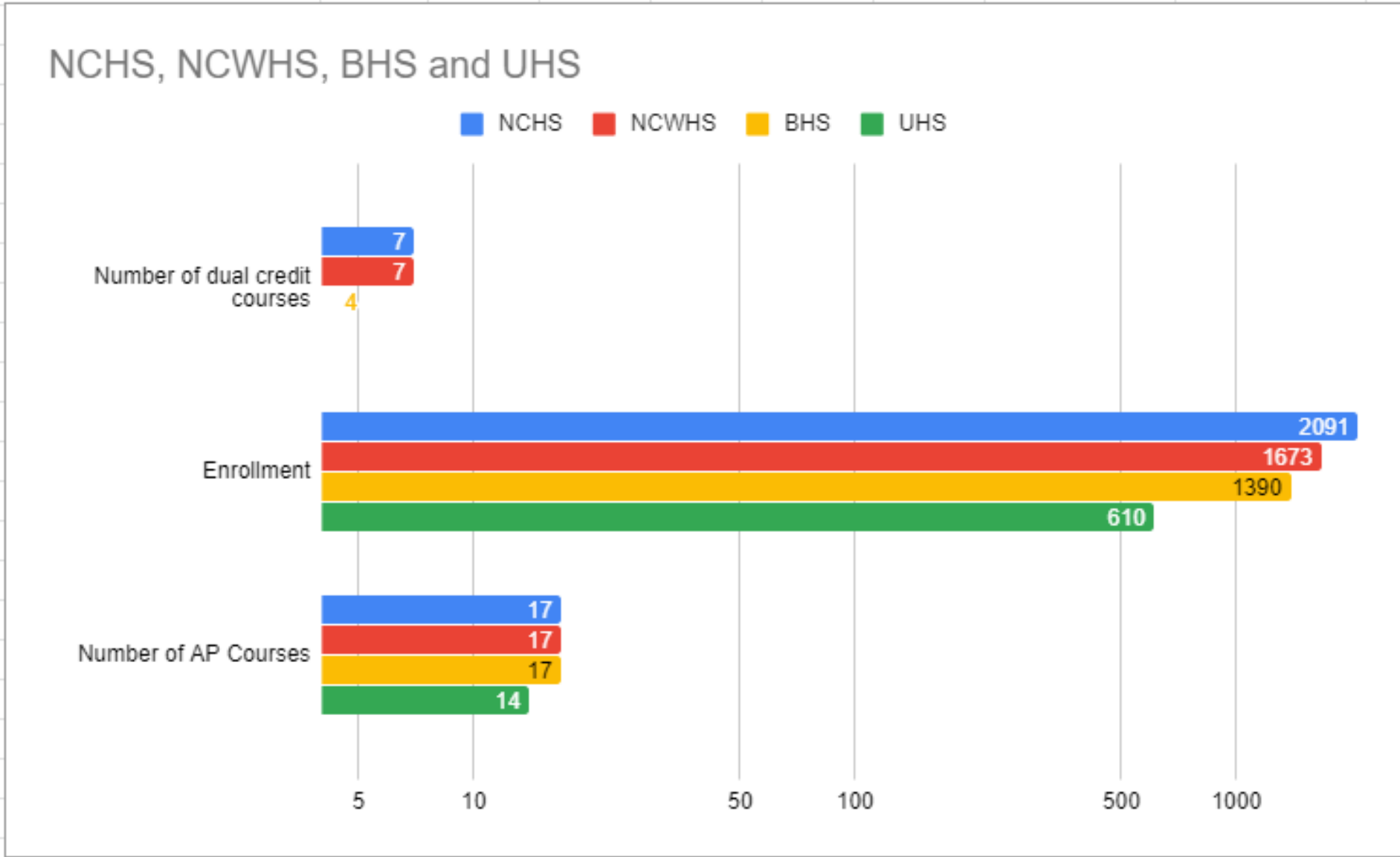
	NCHS	NCWHS	BHS	UHS
Number of dual credit courses	7	7	4	0
Enrollment	2091	1673	1390	610
Number of AP Courses	17	17	17	14



Beginning school year 2019-2020, U-High will offer three dual credit courses:

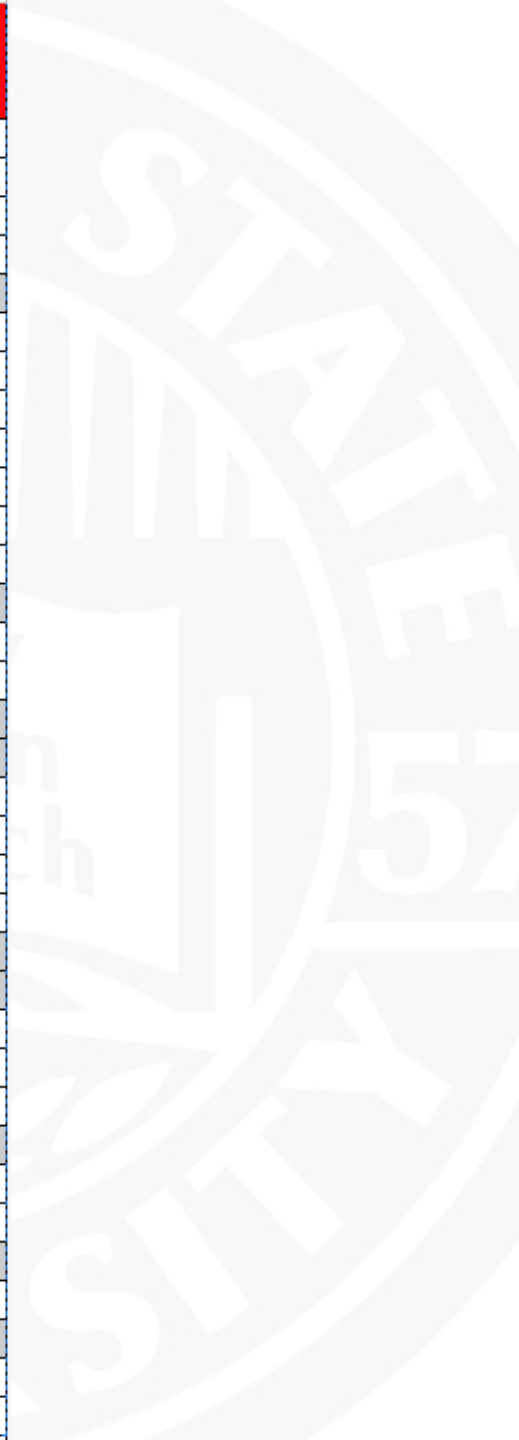
- Oral Communication
- College Algebra
- Mandarin Chinese 4

Another Look at SY 2018-2019 Dual Credit vs. AP



Co-Curricular Offerings

Co-Curriculars Offerings	U-High	Metcalf
Amnesty International	x	
Art Club	x	
Black Student Union	x	
Business Club	x	
Chess Club/Chesscats	x	x
Chinese Club	x	
Creative Writing Club	x	
Earth Club	x	
Educator's Rising Club	x	
Engineering Club	x	
eSports	x	
Fellowship of Christian Athletes	x	
Game Club	x	x
Gay-Straight Alliance	x	
Girls in STEM	x	
Jazz Band	x	x
Jr. Gamma Phi Circus		x
Liberty Club	x	
Library Book Club	x	
Madrigal Singers	x	
Marching/Concert Band	x	
Math Team	x	x
Orffcats		x
Pep Band	x	
Red Cross Club	x	
Rotary Interacy	x	
Scholastic Bowl	x	x
Sign Language Club	x	
Spanish Club	x	
Student Senate/Student Council	x	x
Technology Club	x	
Theatre	x	x
U-Build Club	x	
Worldwide Youth in Science & Engineering	x	



Extra-Curricular Offerings

U-High	Time of Yr.	Metcalf	Time of Yr.	U-High	Time of Yr.	Metcalf	Time of Yr.
Boys		Boys		Girls		Girls	
Baseball	Spring	Baseball	Fall	Softball	Spring	Volleyball	Fall
Basketball	Winter	Basketball	Winter	Basketball	Winter	Basketball	Winter
Competitive Cheer	F, W, S	Golf	Fall	Competitive Cheer	F, W, S	Golf	Fall
Cross Country	Fall	Track	Spring	Cross Country	Fall	Track	Spring
Football	Fall			Dance	F & W		
Golf	Fall			Golf	Fall		
Soccer	Fall			Soccer	Spring		
Swimming & Diving	Winter			Swimming & Diving	Winter		
Tennis	Spring			Tennis	Fall		
Track	Spring			Track	Spring		
Wrestling	Winter			Volleyball	Fall		

Pre-Service Teacher Clinical Experience Hours

The Laboratory Schools provided **39,500.50** hours of clinical experiences for teacher education students from **18** different University departments.

ISU Departments	Clinical Hours
Art	187.50
Biology	360.00
Business	110.00
Communication Sciences & Disorders	789.00
Dance	75.00
English	600.00
Family Consumer Sciences	30.00
Health Sciences	512.00
History	1,960.00
Interdisciplinary Studies	2.50
Kinesiology & Recreation	1,320.00
Mathematics	1,473.00
Music	1,054.00
Psychology	172.00
School of Teaching & Learning	27,929.50
Special Education	1,922.00
Technology	80.00
Theatre	924.00
Totals	39,500.50



Metcalf: PARCC & IAR

School Composite Scores					
	State	Metcalf			
2019		69%	Met or exceeded		
2018	34%	71%	Met or exceeded		
2017	34%	70%	Met or exceeded		
2016	33%	71%	Met or exceeded		
2015	31%	74%	Met or exceeded		

Metcalf: PARCC & IAR

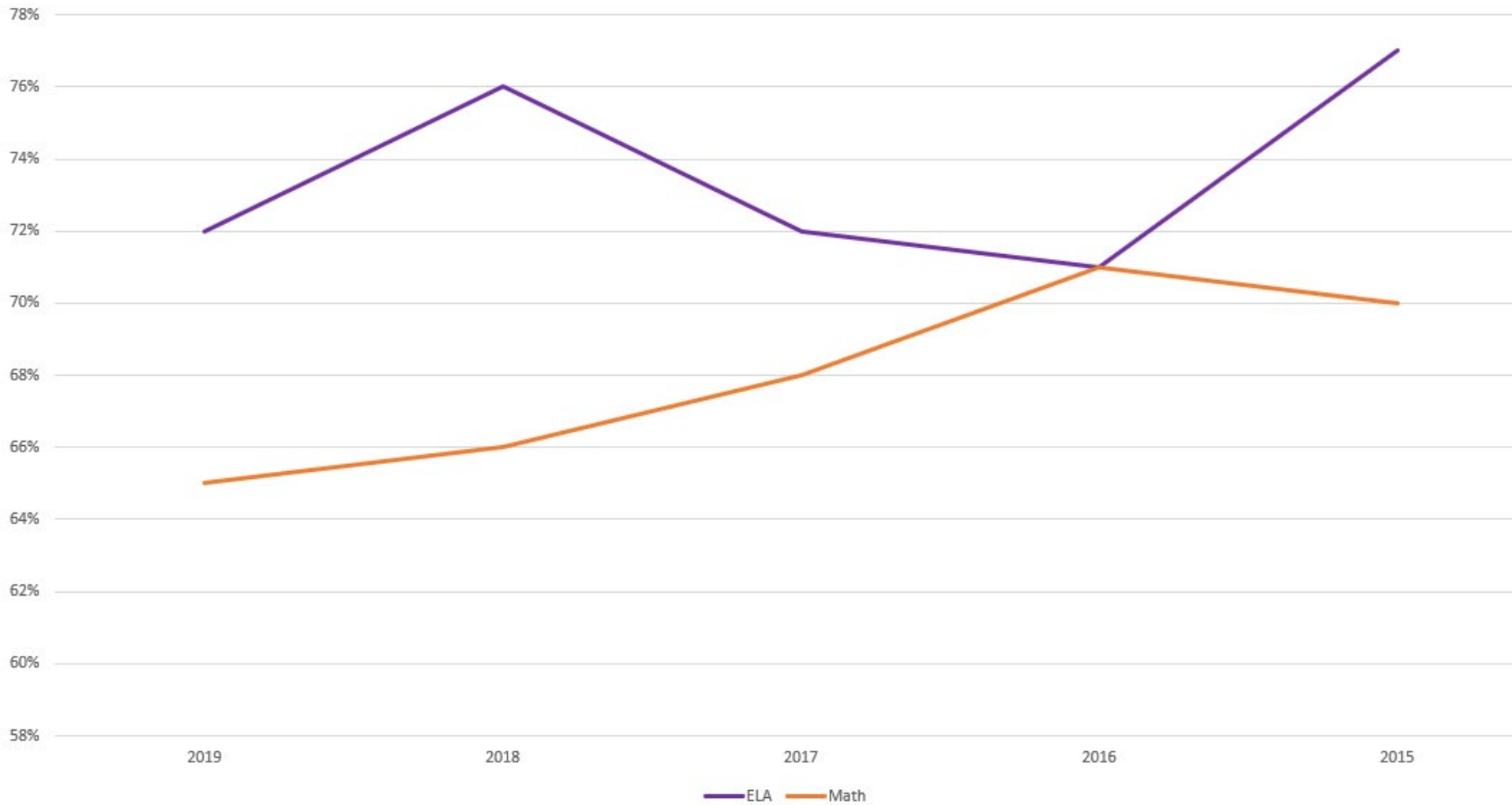
Math			English Language Arts (ELA)		
2019	65%	Met or exceeded	2019	72%	Met or exceeded
2018	66%	Met or exceeded	2018	76%	Met or exceeded
2017	68%	Met or exceeded	2017	72%	Met or exceeded
2016	71%	Met or exceeded	2016	71%	Met or exceeded
2015	70%	Met or exceeded	2015	77%	Met or exceeded

Comparison of Math vs. English Language Arts

	ELA	Math
2019	72%	65%
2018	76%	66%
2017	72%	68%
2016	71%	71%
2015	77%	70%

Metcalf: PARCC & IAR

PARCC/IAR Assessment



Metcalf: Illinois Assessment of Readiness (IAR)

Spring 2019

English Language Arts		Performance Levels						Grand Total	Met or Exceeded
		1	2	3	4	5	n/a		
Grade Levels	3	2	4	15	20	5		46	54%
	4	1	2	3	17	23		46	87%
	5	1	6	12	22	3		44	57%
	6	1	0	9	25	9		44	77%
	7	2	2	9	20	16		49	73%
	8	0	4	5	26	15		50	82%
Grand Total		7	18	53	130	71		279	72%
% Total		3%	6%	19%	47%	25%			

Spring 2019

Math		Performance Levels						Grand Total	Met or Exceeded
		1	2	3	4	5	n/a		
Grade Levels	3	2	2	8	26	8		46	74%
	4	1	2	12	29	2		46	67%
	5	1	8	17	16	2		44	41%
	6	0	9	11	23	1		44	55%
	7	0	3	11	28	7		49	71%
	8	1	4	7	30	8		50	76%
Grand Total		5	28	66	152	28		279	65%
% Total		2%	10%	24%	54%	10%			



Metcalf: PARCC

Spring 2018									
English Language Arts		Performance Levels						Grand Total	Met or Exceeded
		1	2	3	4	5	n/a		
Grade Levels	3	1	3	5	32	3		44	80%
	4		3	12	21	6		42	64%
	5	1	2	7	27	6	1	44	75%
	6		4	10	26	8		48	71%
	7		1	5	17	24		47	87%
	8		1	8	30	6	1	46	78%
Grand Total		2	14	47	153	53	2	271	76%
% Total		1%	5%	17%	56%	20%			

Spring 2018									
Math		Performance Levels						Grand Total	Met or Exceeded
		0	2	3	4	5	n/a		
Grade Levels	3	0	2	5	26	11		44	84%
	4	1	5	18	19			42	45%
	5		8	12	20	3	1	44	52%
	6	1	8	13	25	1		48	54%
	7		1	8	33	5		47	81%
	8	1	3	6	29	6	1	46	76%
Grand Total		2	27	62	152	26	2	271	66%
% Total		1%	10%	23%	56%	10%			

Metcalf: PARCC

Spring 2017

Spring 2017

English Language Arts		Performance Levels						Grand Total	Met or Exceeded	Math Pivot Table		Performance Level						Grand Total	Met or Exceeded
		1	2	3	4	5	n/a					1	2	3	4	5	n/a		
Grade Levels	3	1	6	12	22	1		42	55%	Grade Levels	3	1	14	25	2		42	64%	
	4	1	2	7	24	7		41	76%		4	3	5	30	3		41	80%	
	5		3	9	30	6		48	75%		5	5	16	24	3		48	56%	
	6	1	1	9	31	4		46	76%		6	2	12	29	3		46	70%	
	7		2	10	24	10	2	48	71%		7	3	13	24	6	2	48	63%	
	8		1	9	20	19		49	80%		8	1	3	7	23	15		49	78%
Grand Total		3	15	56	151	47	2	274	72%	Grand Total		1	17	67	155	32	2	274	68%
		1%	5%	20%	55%	17%						0%	6%	24%	57%	12%			



Metcalf: PARCC

Spring 2016

English Language Arts		Performance Levels					Grand Total	Met or Exceeded
		1	2	3	4	5		
	3	2	4	9	24	1	40	63%
Grade Levels	4		1	8	29	7	45	80%
	5		4	13	24	3	44	61%
	6	1	3	17	24	1	46	54%
	7		2	8	18	19	47	79%
	8			7	33	6	46	85%
Grand Total		3	14	62	152	37	268	71%
		1%	5%	23%	57%	14%		

Spring 2016

Math Pivot Table		Performance Levels					Grand Total	Met or Exceeded
		1	2	3	4	5		
	3	1	5	4	27	3	40	75%
Grade Levels	4		3	8	31	3	5	680%
	5		2	12	24	6	44	68%
	6		3	11	30	2	46	70%
	7		3	13	21	10	47	66%
	8	1	3	9	29	4	46	72%
Grand Total		2	19	57	162	28	268	71%
		1%	7%	21%	60%	10%		

Metcalfe: PARCC

Spring 2015

English Language Arts		Performance Levels					Grand Total	Met or Exceeded
		1	2	3	4	5		
Grade Levels	3	2	5	7	29	1	44	68%
	4		2	5	22	14	43	84%
	5	1	4	15	23	2	45	56%
	6		4	6	33	5	48	79%
	7		1	4	15	23	43	88%
	8			5	23	20	48	90%
	Grand Total	3	16	42	145	65	271	77%
	1%	6%	15%	54%	24%			

Spring 2015

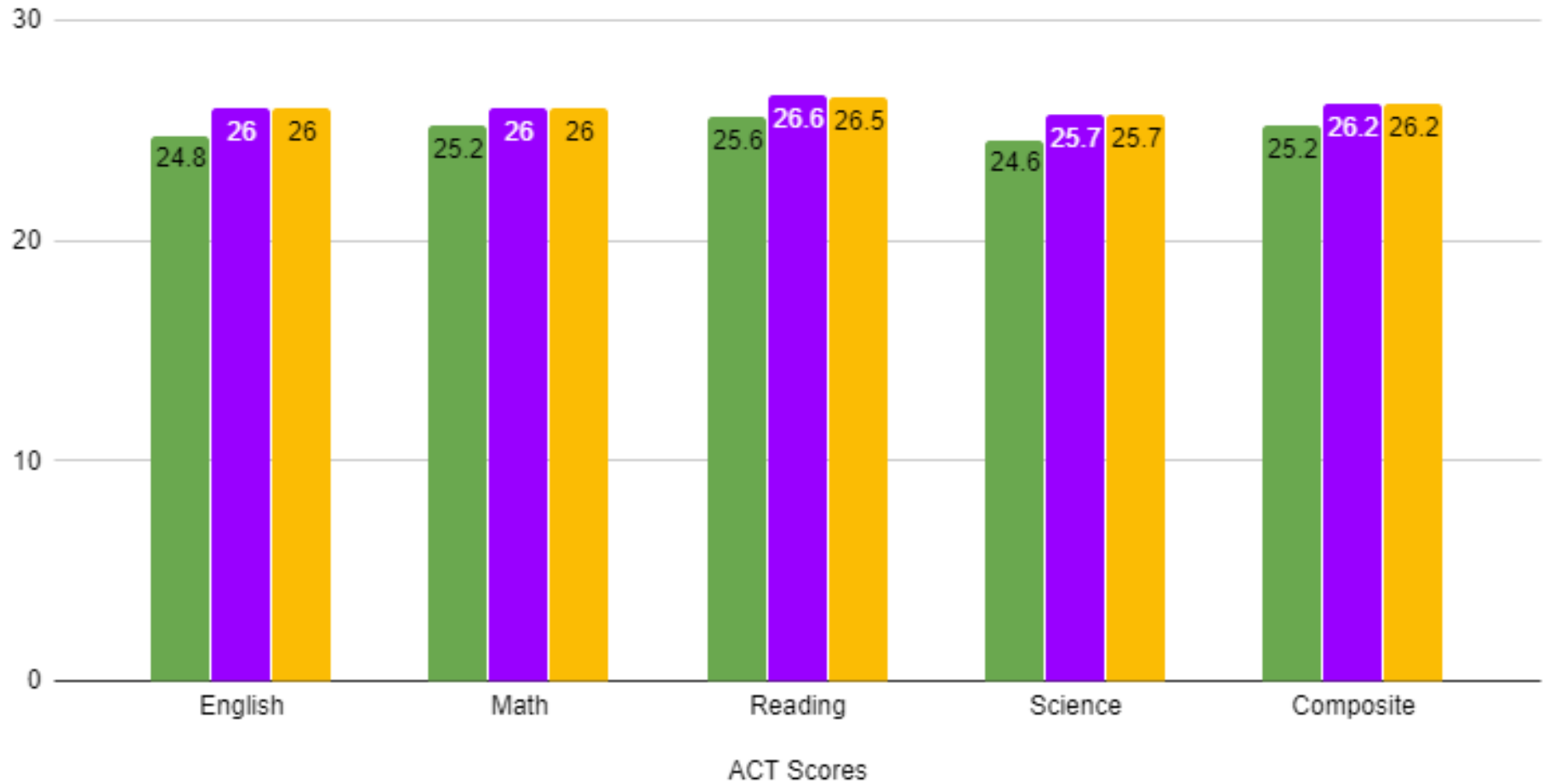
Math Pivot Table		Performance Level					Grand Total	Met or Exceeded
		1	2	3	4	5		
Grade Levels	3	1	7	7	22	7	44	66%
	4		5	3	31	4	43	81%
	5	1	5	15	23	1	45	53%
	6		1	11	30	6	48	75%
	7		4	10	26	3	43	67%
	8	1	2	9	26	10	48	75%
	Grand Total	3	24	55	158	31	271	70%
	1%	9%	20%	58%	11%			

U-High: ACT

ACT Scores	2016-2017	2017-2018	2018-2019
English	24.8	26	26
Math	25.2	26	26
Reading	25.6	26.6	26.5
Science	24.6	25.7	25.7
Composite	25.2	26.2	26.2

ACT Scores

■ 2016-2017 ■ 2017-2018 ■ 2018-2019

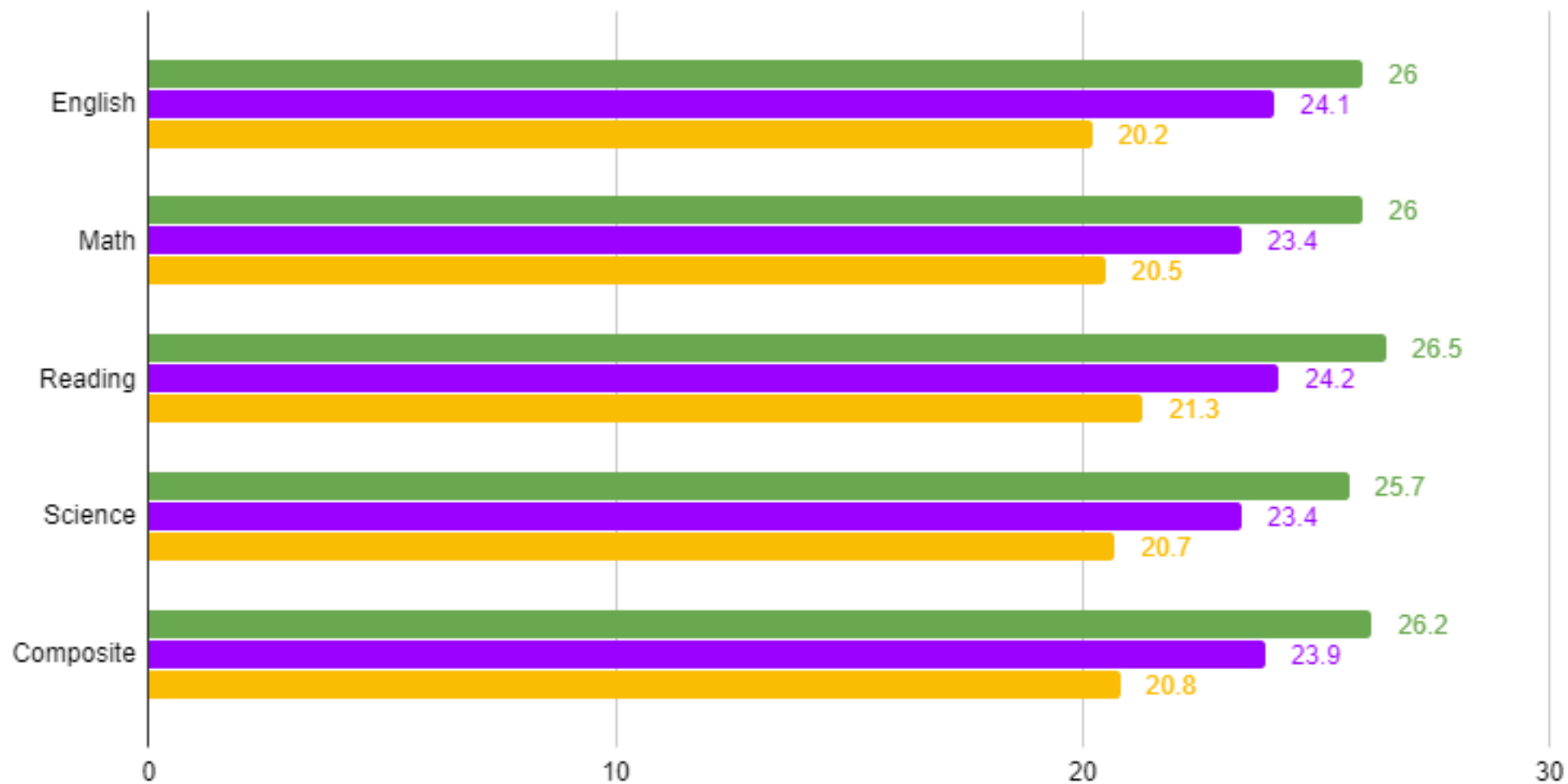


U-High: ACT

2018-2019: ACT Data

	2018-2019		
	U-High	Illinois	Nation
English	26	24.1	20.2
Math	26	23.4	20.5
Reading	26.5	24.2	21.3
Science	25.7	23.4	20.7
Composite	26.2	23.9	20.8

■ U-High ■ Illinois ■ Nation



Class of 2019: Post Secondary Plans

Augustana College	1
Ball State University	2
Brown University	1
Butler University	3
Carnegie Mellon University	1
Central Michigan University	1
Clemson University	1
Columbia University	1
Culver-Stockton University	1
DePaul University	1
Eastern Illinois University	1
Goshen College	1
Grand Valley State University	1
Greenville University	2
Haverford College	1
Heartland Community College	10
University of Arizona	1
Illinois State University	13
Illinois Wesleyan University	5
Indiana University	1
Iowa State University	1
Johnson & Wales University	1
Kansas City University	1

Loras College	1
Marquette University	2
McKendree University	1
Miami University	1
Millikin University	2
Missouri State University	1
Moody Bible Institute	1
Murray State University	1
New York University	1
North Central College	1
Northern Illinois University	1
Northwestern University	2
Oberlin College	1
Olivet Nazarene University	1
Purdue University	3
Rensselaer Polytechnic	1
Rose Hulman Institute of Tech	1
Saint Louis University	4
Southern Illinois University - C	2
Southern Illinois University - E	4
Texas Christian University	1
The Culinary Institute of America	1
US Airforce Academy	1
US Marine Corps	2
University of Alabama	1

University of British Columbia	1
University of California - SD	1
University of California - SC	1
University of Illinois	15
University of Illinois (Chicago)	3
University of Iowa	5
University of Kentucky	3
University of Louisville	1
University of Missouri	7
University of Nevada	1
University of Notre Dame	1
University of San Diego	1
University of Texas @ Dallas	1
Valencia College	1
Valparaiso University	1
Vanderbilt University	1
Vassar College	1
Washington University - SL	1
Webster University	1
Yale University	1
Undecided	1
Workforce	2

Yellow highlighted cells indicate five highest selections

Majors				
Architectural Studies			1	<1%
Aviation Management			1	<1%
Business			24	17%
	Accounting	2		
	Business	15		
	Economics	2		
	Finance	2		
	Food Business Management	1		
	Marketing	2		
Communications			8	6%
	Communications	2		
	Creative Writing	1		
	English	2		
	Journalism	1		
	Linguistics	1		
	Media Studies	1		
Computer Science			16	11%
	Computer Science	13		
	Digital Media	1		
	Informatics	1		
	Data Science	1		

Career Technical Education			1	<1%
	Electrical	1		
Criminal Justice			3	2%
Education			4	3%
	Early Childhood Education	1		
	Elementary Education	1		
	Education	1		
	Teaching English as a Second Language	1		
Engineering			5	4%
	Aerospace Engineering	1		
	Engineering	2		
	Mechanical Engineering	2		
Environmental Design			1	<1%
Environmental Studies			1	<1%
Exercise Science			1	<1%
Fine Arts			1	<1%
Graphic Design			4	3%
	Animation	1		
	Graphic Design	1		
	Studio Art	2		
Health Sciences			4	3%
Kinesiology			1	<1%
Legal Studies/Pre-Law			1	<1%

Mathematics			3	2%
	Statistics	1		
	Mathematics	2		
Music			4	3%
	Music	3		
	Musical Theatre	1		
Nursing			11	8%
	Family Nurse Practitioner	1		
	Nursing	10		
Occupational Therapy			1	<1%
Philosophy			1	<1%
Physical Therapy			2	1%
Psychology			3	2%
Science			28	20%
	Biochemistry	6		
	Biology	14		
	Biomedical Science	2		
	Chemistry	2		
	Molecular Life Sciences	1		
	Neuroscience	1		
	Physics	1		
	Pre-Veterinarian Animal Science	1		

Social Work		1	<1%
Speech Pathology		1	<1%
Undecided		6	4%
Urban Development		1	<1%
United States Armed Forces		2	1%
	Air Force	1	
	Marine Corps	1	
TOTAL		141	100%
<i>Denotes 5 highest clusters</i>			

A GOAL
WITHOUT A PLAN
IS JUST A WISH



STATE
YOUR PASSION.



Metcalfe: Draft School Improvement Plan (SIP)

	What is the problem, as evidenced by data, that needs to be addressed relevant to student achievement?	SMART Goal (Specific, Measurable, Achievable, Realistic, Timely)	Strategy	Timeline for Completion	Persons Responsible	Baseline Measurement	Change from Baseline
Success for Every Student Pillar 3: Exemplary Teaching	60% of Black students not meeting in Math	Math Goal: Increase meets /exceeds to 70% AND Increase Mean Math Growth Percentile by 5 points by June 2020.	Tier 1 - Analyze and pilot curriculum options	May 2020	Christine Paxson, Math Teachers, Interventionists, Administration	2019: 64% meets / exceeds; 2018: 51.1% Mean Math Growth Percentile	
			Tier 1 - Adopt new Math curriculum	May 2020			
			Tier 2 - Add intervention support for students in grades 6-8	Aug 2019			
			Tier 2 - Review interventions for students in grades K-5	May 2020			
	Boys 69% meet/exceed compared to Girls 63% meet/exceed in Math		Tier 3 - Review interventions and eligibility for students in grades K-8	May 2020			
			Analyze and compare Tier 3 (academic) with Tier 3 (SEL)	Dec 2019			
			Vertical Alignment	May 2021			
	Low Income 59% meet/exceed (0 exceed) compared to Non Low Income 66% meet/exceed (10% exceed) in Math		Common Assessments	May 2021			
	Mean growth is 51.1 compared to State average of 50.0. Males (47.1) & White Students (50.5) fall below State average for Math		Align Math targets to standards and skills (visibility)	May 2021			
	Overall 66% meets / exceeds		Common Vocabulary	May 2021			
	Integrated / Cross-curricular Units of Instruction	May 2021					
Low Income 65% meets / exceeds compared to Non Low Income 76% meet / exceed in ELA	ELA Goal: Increase meets / exceeds to 75% by June 2021	Tier 1 - Analyze curriculum	May 2021	Christine Paxson, ELA Teachers, Interventionists, Administration	2019: 72% meets / exceeds		
Girls 80% meet / exceed compared to Boys 70% meet/exceed ELA		Tier 2 - Add intervention support for students in grades 6-8	Aug 2019				
(2019) Overall 72% meets / exceeds		Tier 2 - Review interventions for students in grades K-5	May 2020				
		Tier 3 - Review interventions and eligibility for students in grades K-8	May 2020				
		Analyze and compare Tier 3 (academic) with Tier 3 (SEL)	Dec 2019				
		Vertical Alignment	May 2021				
		Common Vocabulary	May 2021				
		Integrated / Cross-curricular Units of Instruction	May 2021				

U-High: Draft School Improvement Plan (SIP)

	What is the problem, as evidenced by data, that needs to be addressed relevant to student achievement?	SMART Goal (Specific, Measurable, Achievable, Realistic, Timely)	Strategy	Persons Responsible	Timeline for Completion	Baseline Measurement	Change from Baseline
Success for Every Student Pillar 3: Exemplary Teaching	Diversity: Data indicates that students do not see themselves in the curriculum or classroom or do not see the value of diversifying the curriculum/classroom.	By the end of the school year, departments will have identified specific means to support students seeing their identity within the courses* of the department. *Courses is meant to include any of the following: curriculum, classroom, classroom norms Department goals submitted to diversity subcommittee	The Leadership team will distribute student data collected in the 2018-2019 school year, including the climate survey data collected by the Diversity Subcommittee in May of 2019 as well as the responses from the Student Diversity Retreat.	Leadership team and Diversity Subcommittee	September 2019		
			Each department will revise and/or develop their department's SMART goals from the 2018-2019 school year.	Department	October 2019		
			Increase diverse representation in their courses by at least one lesson, unit, or strategy --add questions to end-of-year evaluations --create/revise survey for teachers to administer after implementation of lesson, unit, or strategy (code for classes)	Department	May 2020		
			Provide professional time in each department.	Administration	Sept thru May 2020		
			Provide teacher training based upon goals and requested support. Benchmark: Teachers feel comfortable and competent to make their classrooms more inclusive in terms of curricular selections/decisions (as determined by teacher reflection tool??)	Administration & Diversity Subcommittee (ISU resources)			
	Problem 2: A lack of diverse representation within classes (achieving college credit upon graduation, gender representation across classes)		Available (department/administrative) resources for professional/curriculum development	Departments Guidance	May 2020		
	73.9% of our population reported as white compared to NCHS 64.9% or NCWHS 70.2% or BHS 51.9%		Provide Late Start professional development on standards based grading	U-High faculty and staff	May 2020		
	2% reported low income to NCHS 25% or NCWHS 33% or BHS 51%		Department meetings focused around data and college readiness standards	Individual departments, Christine Paxson	May 2020		
	Number of Dual Credit courses are lower compared to area schools (0 in 2018-2019 and 3 in 2019-2020).		Vertical and horizontal alignment	Individual departments, Christine Paxson	May 2021	2018: Gap is 3.4 with a goal of getting to 3.1.	

U-High: Draft School Improvement Plan (SIP)

<p>Black/African American students have an average ACT composite of 6 points less than the school's average.</p>	<p>If we report to students their proficiency progress by standards using standards based grading, we can better address gaps in readiness.</p>	<p>Analyze and explore standardized assessment suites (ACT, ASPIRE, SAT, PSAT)</p>	<p>Guidance counselors, central office, Christine Paxson</p>	<p>May 2021</p>		
<p>Students of color (including biracial and multiracial) ACT average composite is 22.8 compared to the school's average composite of 26.2.</p>		<p>Explore data analysis tools</p>	<p>Guidance counselors, central office, Christine Paxson, Jim Kurz</p>	<p>May 2020</p>		
<p>Females are performing around 2.6 points less than males in mathematics in ACT.</p>						
<p>Is there a correlation of teacher gender demographics in STEM fields to the composite scores of ACT by gender in specific areas? Gender of staff teaching AP math and science.</p>						
<p>Communication: A goal will be developed once data from the climate survey is available.</p>			<p>Department Chairs</p>			

Lab Schools Draft Strategic Plan

Goal 1: **Mission of the Laboratory Schools.**

Progressively fulfill the mission by pursuing innovative and contemporary opportunities to:

- Pillar I:** 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.
- Pillar II:** Provide an environment in which research and development activities may be conducted;
- Pillar III:** Provide a comprehensive, high-quality academic program for Metcalf and University High School students; and
- Pillar IV:** Promote effective, high-quality education throughout the teaching profession and to aid other educators in the process of improving the quality of education in their schools.

-
- A. Engage staff, University colleagues, students, parents, and community constituents in envisioning innovative and contemporary opportunities to fulfill the mission in the 21st Century.
 - B. Measure student academic performance with credible metrics.
 - C. Use data analytics to inform the Lab Schools' vision for future enhancements. Using collected data, establish a presence on the [Illinois Report Card](#).
 - D. Collaborate with all ISU teacher preparation programs to align philosophies and maximize ways that the Lab Schools can support pre-service teacher education.

Lab Schools Strategic Plan (draft)

Goal 2: **Fiscal Resources Aligned to School Priorities.**

Allocate fiscal resources in accordance with the Lab Schools' priorities as outlined in its mission and the respective School Improvement Plans (SIP) for Metcalf and University High School.

- A. Allocate funds to reflect the priorities of the Lab Schools and to balance personnel and other fiscal resources equitably between the two schools.
- B. Conduct a regional salary study and make reconciliations necessary to ensure competitive and transparent compensation structures for staff.
- C. Focus capital campaign efforts to renovate the science labs at U-High and Metcalf to provide 21st century learning spaces and to install air conditioning in the two gyms at U-High and in one gym at Metcalf to provide temperature-controlled learning environments for physical education classes as well as extracurricular practices and events.
- D. Implement a district-wide professional development plan including a systematic approach for ensuring alignment to the respective school improvement plans and equity among staff and to leverage the expertise available in the College of Education and across the University.

Lab Schools Strategic Plan (draft)

Goal 3: **Welcoming, Diverse, & Inclusive Environment.**

Provide a welcoming and inclusive school and work environment to advance learning experiences that help faculty, staff, and students succeed in a global society.

- A. Develop and implement a confidential climate survey, in partnership with the COE Department of Educational Administration and Foundations (EAF), for staff, parents, and age-appropriate students to gauge the schools'/district climate and leadership effectiveness.

Lab Schools Strategic Plan (draft)

Goal 4: Strengthen Effort as a P-12 Public School System.

Attain a unified effort at the Lab Schools by articulating programs of study (e.g., curriculum, instruction, assessment, extracurricular activities, co-curricular programs, staffing) from preschool through grade 12.

- A. Support opportunities for Metcalf and U-High staff to collaborate on curriculum, instruction, and assessment and develop a well-articulated program for all students.
- B. Use student performance data (e.g., Illinois Assessment of Readiness (formerly PARCC), ACT, AIMSweb) to inform curriculum and instruction development as well as professional development for staff.

Lab Schools Strategic Plan (draft)

Goal 5: **Shared Governance.**

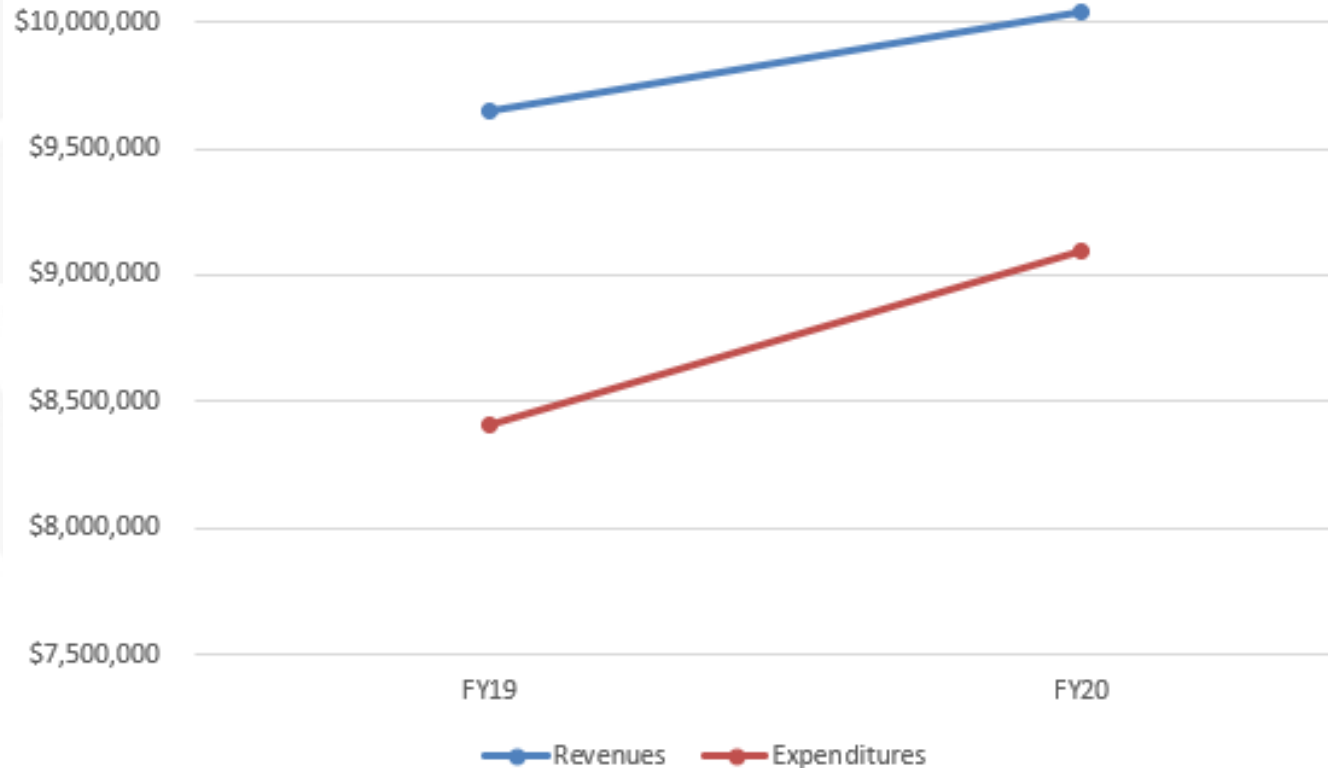
Align practices of shared governance in the Lab Schools to mirror the University's structure of shared governance.

- A. Refine a shared governance model that is meaningful and meets the needs of the Lab Schools.
- B. Review the student admissions process for equity and transparency. Make recommendations to the Dean for changes as necessary.

Revenues & Expenditures FYs 2019 & 2020

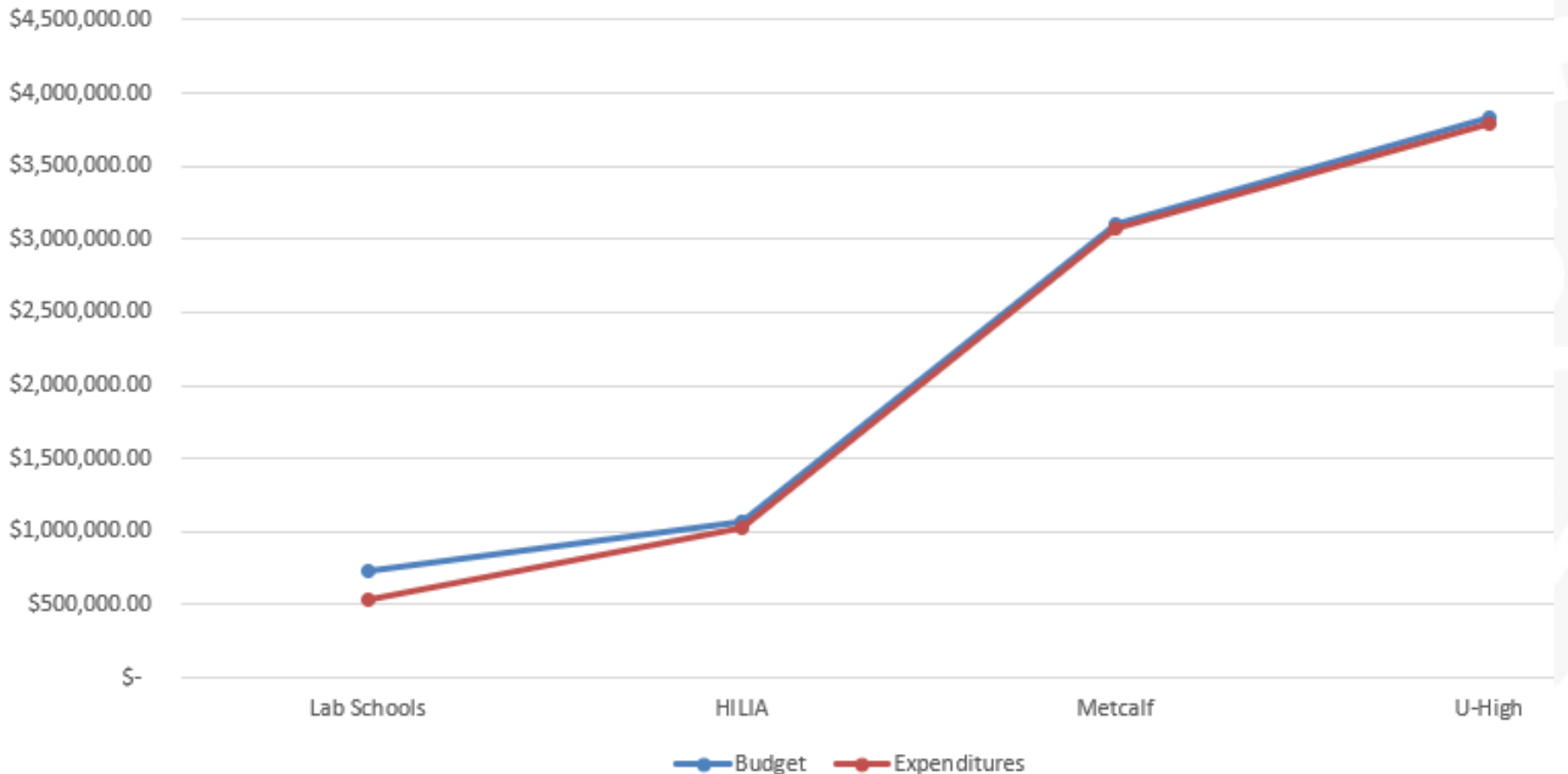
	FY19	FY20
Revenues	\$9,650,937	
Anticipated Revenues		\$10,037,385
Expenditures	\$8,407,645	
Budgeted		\$9,096,270

Revenues vs. Expenditures



FY 2019 Budget vs. Expenditures

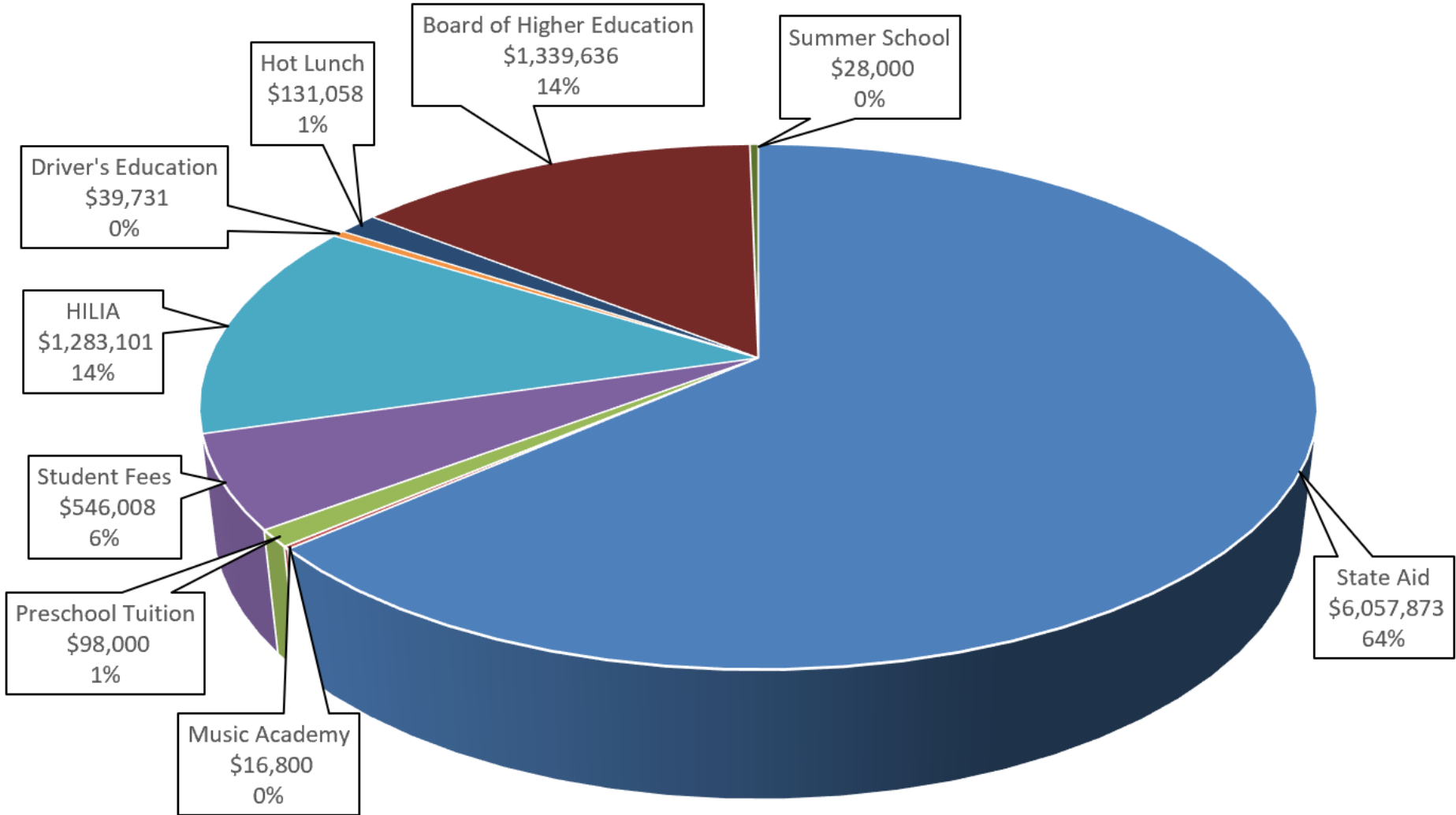
FY19	Lab Schools	HILIA	Metcalf	U-High	Total
Budget	\$728,060.00	\$1,063,386	\$3,101,718	\$3,827,494	\$8,720,658
Expenditures	\$529,926.00	\$1,018,820	\$3,070,066	\$3,788,833	\$8,407,645



FY 2019 Revenues vs. FY 2020 Anticipated Revenues

	FY19	FY20
State Aid	\$6,057,873	\$6,219,056
Music Academy	\$16,800	\$16,800
Preschool Tuition	\$98,000	\$98,000
Student Fees	\$546,008	\$546,008
HILIA	\$1,283,101	\$1,481,572
Driver's Education	\$39,731	\$39,731
Hot Lunch	\$131,058	\$131,058
Board of Higher Education	\$1,339,636	\$1,366,429
Summer School	\$28,000	\$28,000

FY19 Revenues



■ State Aid

■ Student Fees

■ Hot Lunch

■ Music Academy

■ HILIA

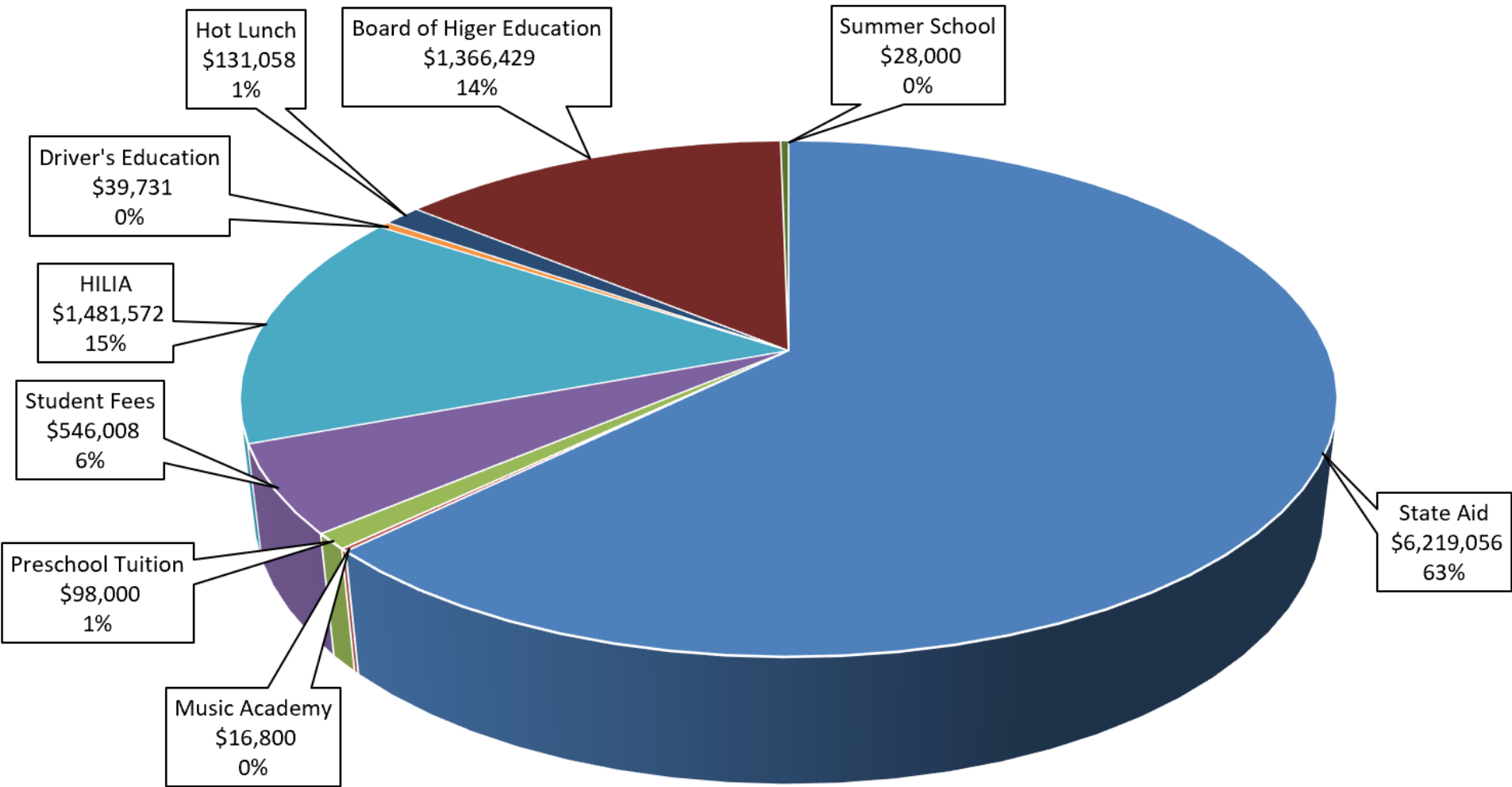
■ Board of Higher Education

■ Preschool Tuition

■ Driver's Education

■ Summer School

FY20 - Anticipated Revenues

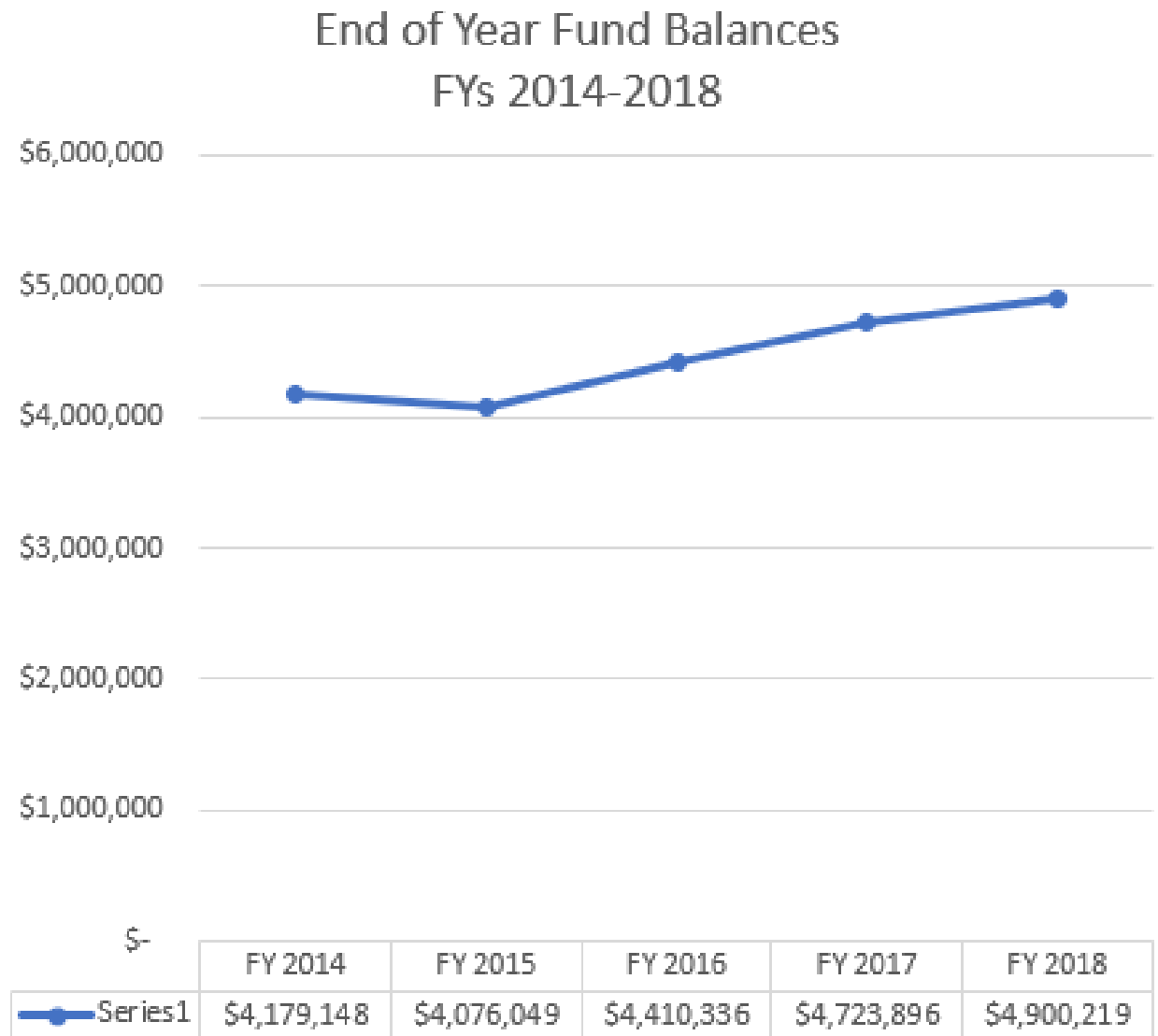


- State Aid
- Music Academy
- Preschool Tuition
- Student Fees
- HILIA
- Driver's Education
- Hot Lunch
- Board of Higher Education
- Summer School

Financial Trends: Fund Balance, Revenues, Expenditures

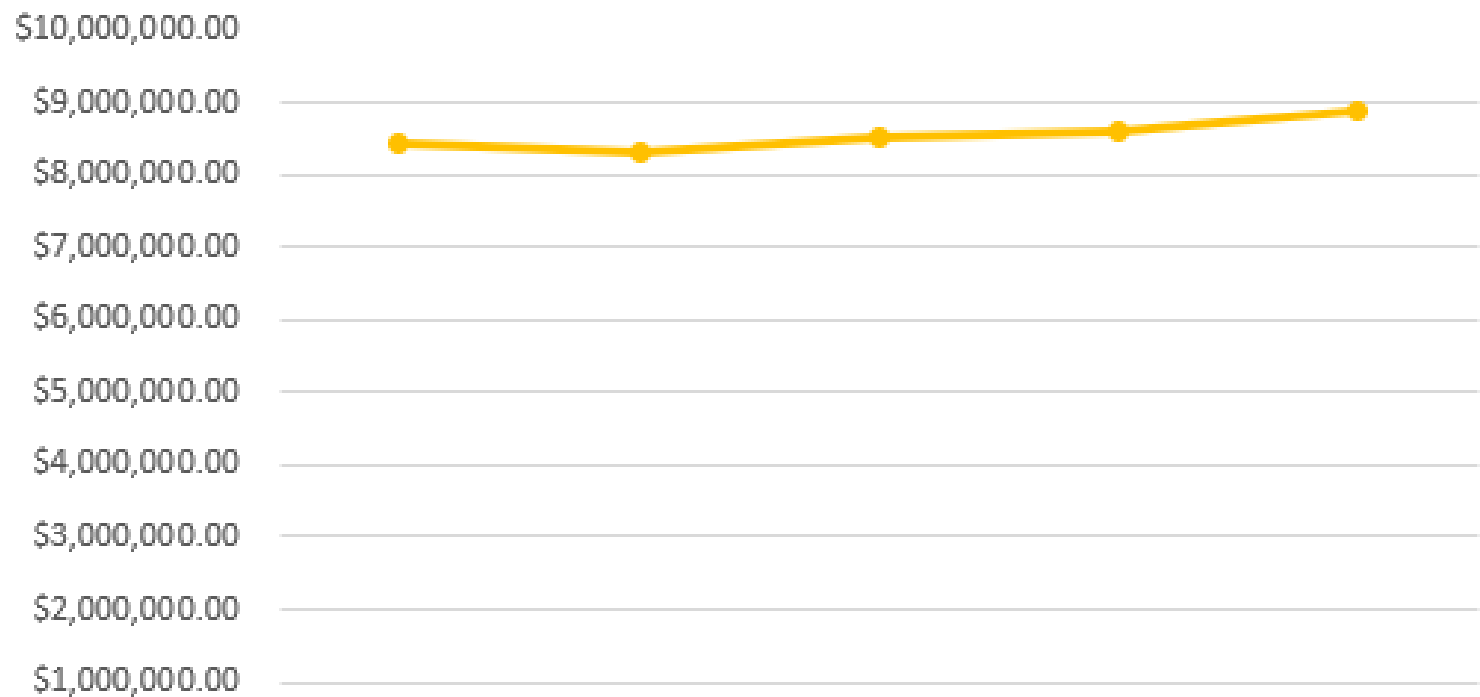
	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Beginning Fund Balance - July 1	\$ 4,570,198	\$ 4,179,148	\$ 4,076,049	\$ 4,410,336	\$ 4,723,896
FY Revenues	\$ 8,447,150	\$ 8,300,672	\$ 8,518,327	\$ 8,613,907	\$ 8,892,313
FY Expenditures	\$ 8,861,863	\$ 8,357,340	\$ 8,177,078	\$ 8,313,032	\$ 8,734,959
Vacation/Sick Payout Expense	\$ 23,663	\$ (46,432)	\$ (6,961)	\$ 12,684	\$ 18,969
Ending Fund Balance - June 30	\$ 4,179,148	\$ 4,076,049	\$ 4,410,336	\$ 4,723,896	\$ 4,900,219
Net Change from 07.01 to 06.30	\$ (391,050)	\$ (103,100)	\$ 334,288	\$ 313,559	\$ 176,323
Percentage change from 07.01 to 06.30	-8.55%	-2.46%	8.20%	7.10%	3.73%

Trendline: End of Year Fund Balances



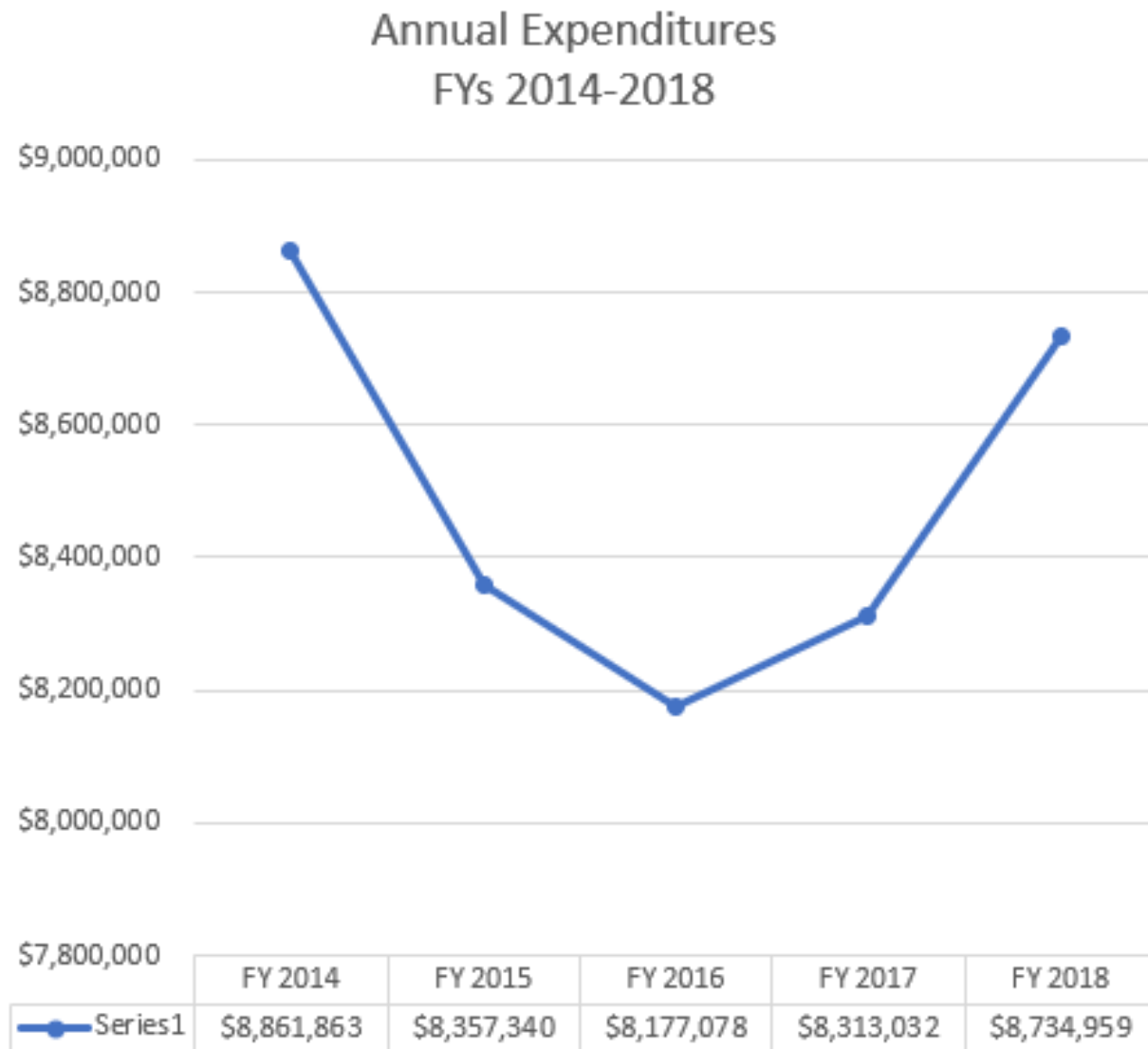
Trendline: Annual Revenues

Annual Revenues
FYs 2014-2018



	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Series4	\$8,447,150	\$8,300,672	\$8,518,327	\$8,613,907	\$8,892,313

Trendline: Annual Expenditures



U-High Scholarships

Scholarships	FY19 Awards
Dirk Smid Memorial Scholarship	\$500
Dr. & Mrs. Harry D. Lovelass U-High to ISU Scholarship	\$2,000
David G. Handy Memorial Scholarship	\$500
Thomas Barger Family Endowed Scholarship	\$2,000
Lucie Critical Thinking Award Endowment	\$1,000
David Gipson Memorial Fund	\$600
Marilyn and Donald Turner Endowed Scholarship	\$500
Peter Parmantie Educational Scholarship	\$400
Barry Curry Memorial Fund	\$500
Donna Jean Shirley Wissmiller Mathematics Award	\$500
Clyde B. Combs Endowed Fund	\$1,000
Bernerd I Lowery Endowed Scholarship	\$5,000
Crossroads Scholarship	\$1,000
Joel Oberman Scholarship	\$500
Ruth Stroud Award	\$450
Steve Gleason Journalism Award	\$450

U-High Future & Endowed Scholarships & Gifts

Gifts Exceeding \$25,000	Gift Of:
Chiodo-Hubbard Endowed Fund	\$60,000
Houston-Arbogast Family Fine Arts Scholarship	\$250,000
Joe Club Fund	\$50,000
CJ Hamilton-Hamada Family Scholarship	\$25,000
John Ryan Hamilton-Hamada Family Scholarship	\$25,000
Lexie and Steven Greeneberg University High Scholarship	\$25,000
Aubertine Family Scholarship	\$25,000
Illinois Soldiers' and Sailors Children School Memorial Scholarship (ISSCS)	\$140,000
Total	\$600,000

FY 2019 Foundation Funding

Metcalf	\$49,210
U-High	\$302,272
Lab Schools	\$48,315
Total	\$399,797

Illinois State University Laboratory Schools

A Public K-12 Laboratory School of Choice

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