



2003-04

LABORATORY SCHOOLS

ANNUAL REPORT

COLLEGE OF EDUCATION

ILLINOIS STATE UNIVERSITY

Introduction

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 preservice teachers and experimental teaching activities. The schools provide a “living laboratory” for research and applied practices to improve teaching and other educational practices. This tradition is reflected in the four-part mission of the Illinois State University laboratory schools:

- Provide a school in which excellence in education theory and practice can be observed, studied, and practiced by teacher candidates and other preservice 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.

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 2003–04 school year:

- University High School teacher Jim Allen won the Educator Recognition Senior High Teacher Award at the Girl Scout Recognition Awards Banquet.
- Cory Culbertson received his master’s degree from Illinois State University in industrial technology. Cory’s thesis was the subject of an article accepted to the *Journal of Technology Education*.
- University High School math teacher Carol Benson was a finalist for the Presidential Award for Excellence in Mathematics and Science Teaching.
- University High School students selected as Illinois State Scholars were Justin Bantham, Nathan Bogue, Micheal Brown, Shondip Chakravarty, Kristin Claricoates, Paul Fritsch, Sarah Glass, Kaylan Guzman, Ericka Holt, Austin Idleman, Shane Irvin, Rachel Joseph, Jeff Kerestes, Martin Langrall, Alex Leach, Jordan Macy, Lori Nichols, David Robinson, Marion Sakaluk, Katharine Sebald, Brian Sinn, Maura Styczynski, Nicholas Timme, Betsy Ummel, Erin Wahlheim, Jennie Wang, Jeisun Wen, and Kate Zimmerman.
- University High School teachers Jim Kinsella and Tom Holbrook received National Board Certification.
- University High School English teacher Kathy Clesson received a Best Buy te@ch Award in the amount of \$2,500 payable to University High School to be used for video poetry equipment.
- Jeff Kerestes, Lori Nichols, and Jeisun Wen were finalists in the National Merit Scholarship Program.
- University High School music teacher Chris Corpus was one of 12 finalists for Illinois Teacher of the Year through the Those Who Excel recognition program sponsored by the Illinois Board of Education.
- Melissa Morrow won the Bloomington-Normal Symphony Concerto Competition.



- University High School senior Brian Sinn was a finalist in the *Pantagraph* Student of the Year program.
- Ashlee Pistorius was selected as the 2003 Gatorade Illinois High School Girls Soccer Player of the Year. Ashlee has accepted a scholarship to play soccer at Texas A&M where she will also be a member of the basketball team.
- Jeff Kerestes received a \$2,500 National Merit Scholarship sponsored by State Farm Companies Foundation.
- University High School Spanish students placed first in the 2004 National Spanish Exam Team Competition.
- Jeisen Wen was chosen as a semifinalist for the United States Senate Youth Program/Hearst Scholarship.
- John Solberg was named to the Illinois High School Soccer Coaches Association All-State Team.
- University High School teacher Jim Kelly was selected to participate in the fifth Illinois Capitol Forum on America's Future.
- Brian Sinn was among 26 seniors statewide named to the IHSA All-State Academic Team. Sinn graduated as one of the Class of '04 valedictorians and was a three-sport athlete (cross-country, swimming, and track).
- Ashley McElroy was accepted into the Chicago Youth Concert Orchestra for the 2004–05 season.
- Sarah Glass was among 14 students selected statewide by audition from among All-State musicians to be part of the All-State Percussion Ensemble.
- Chris George was named Class A Boys Cross-Country Athlete of the Year by the Illinois Track and Cross-Country Coaches Association.

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	96.9%	96.6%	96.8%	94.2%
Low income	14.1%	3.3%	8.7%	39.0%
Mobility	<1%	4.2%	3.2%	16.8%

Enrollment by grade level, fall 2003 (Does not include 22 pre-kindergarten students nor the 43 students enrolled in Heart of Illinois Low Incidence Association [HILIA] programs)

K	1	2	3	4	5	6	7	8	Metcalf
39	44	38	43	45	49	43	40	42	383
					9	10	11	12	U-High
					150	158	159	142	609
									Unitwide
									992

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	19.5	21
Grade 1	22	21.6
Grade 3	21.5	22.6
Grade 6	21.5	23.7
Grade 8	21	23.1
High school	24	19.6

Enrollment by race/ethnicity, fall 2003 (n/percent)

	Metcalfe	U-High	Unitwide	State
Asian/Pacific Islander	27 (7%)	37 (6%)	64 (6.5%)	3.6%
Black non-Hispanic	71 (18.5%)	61 (10%)	132 (13.3%)	20.8%
Hispanic	28 (7.3%)	15 (2.5%)	43 (4.3%)	17.7%
Native American	1 (.2%)	4 (.7%)	5 (.5%)	.2%
White non-Hispanic	256 (67%)	492 (80.8%)	748 (75.4%)	57.7%
Total	383	609	992	

Graduation rate for Class of 2004 (N=141)

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
98.6%	86.6%

Post-secondary options for Class of 2004 (N=141)

Two-year community college	Four-year college or university	Military	Employment	Other
12%	87%	0%	1%	.5%

Achievement indicators

ISAT

The Illinois Standards Achievement Test (ISAT) was administered to Metcalfe students for the first time in April 2001. It measures individual student achievement relative to the Illinois Learning Standards. The following table presents the percentage of Metcalfe students who meet or exceed state standards as compared to the percentage of students in the state of Illinois who meet or exceed state standards.

	Grade 3		Grade 4		Grade 5	
	Metcalfe	State	Metcalfe	State	Metcalfe	State
Reading	79.1%	65.1%			85.8%	60.9%
Mathematics	90.7%	79.1%			95.9%	71.8%
Writing	81.4%	63.8%			89.3%	70%
Science			84.4%	67.8%		
Social sciences			77.8%	61%		

	Grade 7		Grade 8	
	Metcalfe	State	Metcalfe	State
Reading			93.1%	67.1%
Mathematics			69.8%	57.4%
Writing			81%	63.6%
Science	100%	74.4%		
Social sciences	82%	59%		

PSAE

The Prairie State Achievement Examination (PSAE) was administered to 11th-grade students at University High School for the first time in April 2001. 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 percentage of U-High students who meet or exceed state standards as compared to the percentage of students in the state of Illinois who meet or exceed state standards.

	U-High	State
Reading	84.5%	56.8%
Mathematics	80.8%	53.1%
Writing	90%	59.6%
Science	83.8%	52.9%
Social sciences	84.7%	59.4%

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	23	19	20.4
Mathematics	24	20	20.7
Reading	24	20	21.3
Science reasoning	23	20	20.9
Composite	23.5	19.8	20.9

EXPLORE

EXPLORE, published by ACT, 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	State	Nation
English	17.5	15.5	13.9
Mathematics	18.9	16.1	14.4
Reading	17.6	15.3	13.9
Science reasoning	19.0	17.1	15.9
Composite	18.3	16.1	14.7

PLAN

The PLAN test, also published by ACT, 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	State	Nation
English	21.4	17.6	16.1
Mathematics	21.8	17.9	16.3
Reading	20.4	17.5	15.8
Science reasoning	21.1	18.5	17.4
Composite	21.3	18.0	16.5

SAT

A smaller number of U-High students (47) took the Scholastic Aptitude Test (SAT), 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 two areas: verbal and mathematical ability. Scores range from 200 to 800.

	U-High	Nation
Verbal	660	508
Mathematics	620	518

PSAT

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

	U-High	Nation
Verbal	50.3	48.6
Mathematics	53.9	49.6
Writing	54.1	51.3

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.

Three students were honored as National Merit Finalists at University High School during the 2003–04 school year.

Advanced Placement (AP)

Seventy-seven University High School students completed 136 Advanced Placement 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:

Course	Number of students	Percentage who qualify
Art – 2D Design	8	*
Art – General Studio	8	*
Biology	1	*
Calculus AB	28	54%
Calculus BC	6	*
Chemistry	11	85%
Economics – Macro	1	*
Economics – Micro	1	*
English – Language	22	86%
English – Literature	20	60%
European History	9	100%
French Language	1	*
Government and Politics	2	*
Physics B	3	*
Psychology	1	*
Spanish Language	2	*
Statistics	6	*
U.S. History	18	72%
World History	5	*
Total AP Exams Taken	153	

* 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 2003–04

Source of revenue	Amount	Percent
General state aid	\$4,647,663	62.9
Special education contract	1,416,941	19.1
Appropriated funds	991,376	13.4
Participation fees	112,914	1.5
Summer school fees	54,895	.7
External contracts	133,625	1.8
Other	44,956	.6
Total	\$7,402,370	100

Category of expenditure by administrative unit	Amount	Percent
University High School	\$3,113,398	44.3
Thomas Metcalf School	2,160,812	30.8
Special education	1,264,902	18
Director's office	412,563	5.9
Summer school	75,195	1
Total	\$7,026,870	100

Personnel and nonpersonnel expenditures

Personnel costs account for 92.9 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 through fees or fund-raising. All ticket receipts and material fees are also included in this portion of the budget. The balance includes carryover funds from previous years.

	Revenue	Expenditures	Balance
Thomas Metcalf School	\$243,569	\$246,710	\$46,177
University High School	561,637	578,531	92,666
Total	\$805,206	\$825,241	\$138,843

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 director's office. The revenues reported below include carryover balances from fiscal year 2003. The large ending balance reflects an increased emphasis on fund-raising. Contributions are beginning to accumulate that will eventually be used to fund facility renovation projects.

	Beginning balance	Revenue	Expenditures	Ending balance
Thomas Metcalf School	\$16,678	\$19,245	\$17,043	\$18,880
University High School	45,028	17,783	9,194	53,617
Director's office	55,220	16,575	3,267	68,528
Total	\$116,926	\$53,603	\$29,504	\$141,025

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, 2002–03, are reported.

Laboratory schools	State average
\$6,071*	\$8,482**

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

** Average for all unit districts

Personnel

Percent of teachers (N=101) and administrators (N=9) by years of experience, grouped in five-year increments (n/percent)

	1-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26+ years
Teachers	12 (12%)	10 (10%)	13 (13%)	16 (16%)	16 (16%)	34 (33%)
Administrators	1 (11%)		1 (11%)			7 (78%)

Percent of teachers (N=101) by degrees attained (n/percent)

	Laboratory schools	State
Bachelors	37 (37%)	51.3%
Masters and above	64 (63%)	48.6%

Number of national board certified teachers = 8

Percent of teachers (N=101) by race and gender (n/percent)

	Laboratory schools	State
Asian or Pacific Islander	1 (1%)	1%
Black non-Hispanic	4 (4%)	9.8%
Hispanic	1 (1%)	4%
Native American	0 (0%)	.1%
White non-Hispanic	95 (94%)	85%
Male	33 (33%)	23.4%
Female	68 (67%)	76.6%

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 (ISBE).

	Laboratory schools	State
Teachers (107)	\$41,890	\$54,446
Administrators (8)	\$82,614	\$93,976

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	165	209
Number of computers for teacher use	82	94
Percentage of computers linked to the Internet	68%	86%
Number of technical support staff (FTE)	.8	2

Cocurricular 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	109	1,615
Athletic activities	304	584
Arts-related activities	473	1,096
Total students	886	3,295
Average number of activities per student	2.2	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	319 requests (83%)	1,600 requests (262%)

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	42 (11%)	300 (49%)

Additional services and interventions

Metcalf School students receiving speech services—67 (17.5%).

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 forty-six U-High and Illinois State students served as tutors during the 2003–04 school year.

Mental health support—The counseling depart-

ment 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. Forty-two students were referred to external agencies during the 2003–04 school year.

Volunteer hours

Illinois State University students volunteered 2,542.50 hours at Thomas Metcalf School.

Illinois State University students volunteered 4,390 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	29	8	10.15
Physically disabled	9	1	2
Visually impaired	6	1.5	2
Totals	44	10.5	14.15

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 2003–04 school year. For the state, the figure was 95.9 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 who provide leadership for many of our parent involvement activities:

Citizens Advisory Committee (CAC)

Robert Gipson Jr., Chairperson
(309) 452-0157

Rebecca Landau, Vice Chairperson
(309) 268-9788

Teri Meismer, Secretary
(309) 663-4061

Thomas Metcalf School PTO

Dana Karraker, President
(309) 454-9653

Kathy Roesch, Vice President
(309) 829-9119

Julie Weilbacher, Secretary
(309) 663-7461

Jose & Joanne Rodriguez, Treasurer
(309) 664-7364

University High School Boosters

Mark & Chris Bailey, Presidents
(309) 454-1702

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