



2004-2005

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 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 aims 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;
- an environment in which research and development activities may be conducted;
- a comprehensive, high-quality academic program for Thomas Metcalf School and University High School students; and
- effective, high-quality education throughout the teaching profession, aiding 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 2004–2005 school year:

- Thomas Metcalf School third grade teacher Roberta Maubauch was one of 12 finalists for Illinois Teacher of the Year through the *Those Who Excel* recognition program sponsored by the Illinois State Board of Education.
- Kevin Thompson, mathematics teacher at University High School, and April Davenport, middle school teacher at Thomas Metcalf School, received their master’s degrees from Illinois State University.
- Candice Swift, assistant principal at University High School, received her doctorate degree from Illinois State University.
- The University High School boys golf team finished first in the state.
- Delano Robinson was selected as the Boys & Girls Club Youth of the Year for Illinois in recognition of his superior leadership skills, academic achievement, obstacles overcome, and outstanding service to the local club and community.
- Patti Koranda, a longtime physical education teacher at Thomas Metcalf School, was saluted by the American Red Cross as a local hero for her efforts to positively impact the health and safety of an individual or group of individuals in the community by receiving the Health and Safety Award.
- Phil Kramp, violist extraordinaire at University High School, received an Honorable Mention Award from the National Foundation for Advancement of the Arts which put him in the top 6 percent of the 2005 applicant pool of 6,500 musicians.
- 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: Courtney Alt, Peter Buchignani, Rebekah Clay, Genevieve Covert, Stephanie Donnan, Michael Erdman, Kevin Graden, Alyssa Huff, Jessica Hunt, Jonathan Ken, Adam Klaege, Kelley Knapp, Matthew Lehner, Sophie Mikals, Lane Miller, Matthew Miller, Melissa Morrow, Amy Pacilio, Robert Porter, Alexander Preller, Leah Pryor, Lane Raney, Christine Reineke, Phillip Slama, Katherine Sliney, Kerry Stewart, Patrick Turner, Jordan Van Loon, and Sophia Wan.



- Patrick Turner was named to the Illinois Music Educators Association (IMEA) All-State Honors Chorus.
- The University High School girls golf team finished second in the state.
- Michael Erdman, Katie Karl, Adam Klaege, Tomasz Stadnik, Alexander Preller, Patrick Turner, and Jordan Van Loon were selected as National Merit Scholarship finalists.
- Bev Cornell and Mike Sondgeroth completed their 20th year of teaching at University High School.
- Melissa Morrow, Phil Kramp, Addison Elble, and Kayla Comerford were named to the IMEA All-State Orchestra.
- Tiara Randle, a University High School senior, was selected as a Golden Apple Scholarship Award winner which is given to 100 students nationwide who want to become teachers.
- The University High School girls track team won the state championship.
- All University High School athletic teams were honored by the IHSA for being All-Academic teams by achieving a 3.0 grade point average or above.
- The Class of 2005 was offered nearly \$2.3 million in scholarships and grants.
- University High School senior Patrick Turner was a finalist in *The Pantagraph* Student of the Year program.
- Thomas Metcalf School teacher Kelly Wojcik received National Board Certification.
- Madeline Hoss received an Editor's Choice Award from www.poetry.com and the International Library of Poetry for her poem "Just Like Me."
- Alex Preller and Megan Sage were named to the IMEA All-State Chorus.
- Mary Witherow, Mike Virlee, Barb Bills, and Kathy Oberhardt completed their distinguished careers at University High School.
- Marcy Vancil, a Metcalf and U-High alumna, was named to the 8th Annual *USA Today* All-USA Teacher Team, representing the country's outstanding teachers. A total of 23 teachers have been named to the *USA Today* honor roll—19 individuals and one team consisting of four educators. Marcy teaches third grade at Wiley School in Urbana.

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-wide	State
Attendance	96.7%	96.6%	96.6%	93.9%
Low-income	10%	3.3%	6%	40%
Mobility	<1%	4.2%	2.9%	16.1%

Enrollment by grade level, fall 2004 (includes 45 students enrolled in Heart of Illinois Low Incidence Association [HILIA] programs)

K	1	2	3	4	5	6	7	8	Metcalf
40	43	47	43	50	45	50	46	45	409
					9	10	11	12	U-High
					156	146	160	164	626
									Unit-wide
									1,035

Average class size

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

	Laboratory schools	State
Kindergarten	20	20.9
Grade 1	21.5	21.5
Grade 3	21.5	22.3
Grade 6	25	23.4
Grade 8	23	22.9
High school	24	19.7

Enrollment by race/ethnicity, fall 2004 (n/%)

	Metcalfe	U-High	Unit-wide	State
Asian/Pacific Islander	27 (6.6%)	39 (6.2%)	66 (6.4%)	3.7%
Black non-Hispanic	73 (17.9%)	56 (8.9%)	129 (12.5%)	20.3%
Hispanic	33 (8.1%)	20 (3.2%)	53 (5.1%)	18.3%
Native American	1 (.2%)	3 (.5%)	4 (.4%)	.2%
White non-Hispanic	274 (67.0%)	508 (81.2%)	782 (75.5%)	56.7%
Multiracial	1 (.2%)	0 (0%)	1 (.1%)	.7%
Total	409	626	1035	99.9%

Graduation rate for Class of 2005 (N=164)

Graduation rate is the percentage 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.

U-High	State
99.7%	87.4%

Post-secondary options for Class of 2005 (N=164)

Two-year community college	Four-year college or university	Military	Employment	Other
12%	83%	.6%		1.3%

Achievement indicators

ISAT

The Illinois Standards Achievement Test (ISAT) 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	75.0%	66.6%			84.1%	59.8%
Mathematics	85.0%	79.2%			86.3%	73.1%
Science			82.2%	71.4%		

	Grade 7		Grade 8	
	Metcalfe	State	Metcalfe	State
Reading			97.5%	72.7%
Mathematics			79.5%	54.3%
Science	90.5%	74.6%		

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	84.4%	59.5%
Mathematics	85.0%	52.8%
Science	83.8%	52.5%

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	23.8	19.6	20.4
Mathematics	24.2	20.1	20.7
Reading	24.2	20.0	21.3
Science reasoning	23.4	20.2	20.9
Composite	24.0	20.1	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	18.9	14.9	14.4
Mathematics	19.0	15.6	14.9
Reading	18.3	14.8	14.4
Science reasoning	19.8	16.8	16.2
Composite	19.1	15.6	15.1

PLAN

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

	U-High	State	Nation
English	21.5	17.3	16.1
Mathematics	22.5	18.0	16.3
Reading	20.9	17.3	15.8
Science reasoning	21.6	18.5	17.4
Composite	21.8	17.9	16.5

SAT

A smaller number of U-High students (26) 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	574	508
Mathematics	588	520

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	52.1	49.0
Mathematics	54.6	51.2
Writing	54.8	52.3

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. Seven students were honored as National Merit Finalists at University High School during the 2004–2005 school year.

Advanced Placement (AP)

One hundred twenty-two University High School students completed 157 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
- 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	12	67
Art – General Studio	1	*
Calculus AB	23	61
Chemistry	15	73
Computer Science	1	*
English – Language	21	90
English – Literature	27	81
European History	19	79
French Language	1	*
Government and Politics	2	*
Physics C	2	*
Psychology	5	*
Spanish Language	1	*
Statistics	13	8
U.S. History	14	88
Total AP exams taken	157	

* 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 2004–2005

Source of revenue	Amount	Percentage
General state aid	\$4,783,112	64.6
Special education contract	1,318,714	17.8
Appropriated funds	1,021,117	13.8
Participation fees	93,233	1.3
Summer school fees	44,938	.6
Grants and contracts	141,822	1.9
Total	\$7,402,936	100

Category of expenditure by administrative unit	Amount	Percentage
University High School	\$3,066,466	43.9
Thomas Metcalf School	2,205,663	31.6
Special education	1,222,549	17.6
Director's office	439,684	6.3
Summer school	43,140	.6
Total	\$6,977,502	100

Personnel and nonpersonnel expenditures

Personnel costs account for 91.4 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	\$230,522	\$224,634	\$52,065
University High School	540,708	548,735	75,759
Total	\$771,230	\$773,369	\$127,842

Donations

Donations are deposited into four primary foundation accounts—one for each building, one for the University High School Alumni Association, and one for the superintendent's office. The revenues reported below include carryover balances from fiscal year 2005. 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	\$23,513	\$33,320	\$13,646	\$43,187
University High School	77,242	55,285	12,663	119,864
Director's office	8,364	3,193	4,159	7,398
Total	\$109,119	\$91,798	\$30,468	\$170,449

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, 2003–2004, are reported.

Laboratory schools	State average
\$5,982*	\$8,786**

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

** Average for all unit districts

Personnel

Percentage of teachers (N=100) 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	9 (9%)	15 (15%)	6 (6%)	23 (23%)	14 (14%)	33 (33%)
Administrators		1 (11%)	3 (33%)		1 (11%)	4 (44%)

Percentage of teachers (N=100) by degrees attained (n/percent)

	Laboratory schools	State
Bachelor's	33 (33%)	50.1%
Master's and above	67 (67%)	49.1%

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

Percentage of teachers (N=100) by race and gender (n/percent)

	Laboratory schools	State
Asian or Pacific Islander	1 (1%)	1.2%
Black non-Hispanic	6 (6%)	9.9%
Hispanic	1 (1%)	4.5%
Native American	0 (0%)	.2%
White non-Hispanic	92 (92%)	84.3%
Male	32 (32%)	23.5%
Female	68 (68%)	76.5%

Average salaries

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

	Laboratory schools	State
Teachers (107)	\$44,618	\$55,558
Administrators (8)	\$85,567	\$97,051

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.

	Metcalfe	U-High
Number of computers for student use	165	190
Number of computers for teacher use	82	73
Percentage of computers linked to the Internet	68%	87%
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	131	1,561
Athletic activities	298	589
Arts-related activities	480	1,107
Total students	909	3,257
Average number of activities per student	2.1	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	1443 requests (353%)	1,800 requests (288%)

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	61 (14.9%)	351 (56.1%)

Additional services and interventions

Metcalfe School students receiving speech services—67 (16.4%).

Peer tutoring—Connections is a peer-helping program composed of a network of caring students who are trained to help U-High students. Two hun-

dred and fourteen U-High and Illinois State students served as tutors during the 2004–2005 school year.

Mental health support—The counseling department at U-High collaborates with community mental health agencies and addiction treatment facilities in an effort to coordinate services for U-High students and families. Referrals, homebound instruction, and after-treatment care are available from the counseling department. Forty-two students were referred to external agencies during the 2004–2005 school year.

Volunteer hours

Illinois State University students volunteered 3,098 hours at Thomas Metcalf School.

Illinois State University students volunteered 7,364 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, notetaking, 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	
		assistants and teachers	Interpreters
Deaf/Hard-of-hearing	33	8	8.7
Physically disabled	6	1	1.3
Visually impaired	6	1.5	2.0
Totals	45	10.5	12.0

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 2003–2004 school year. For the state, the figure was 95.7 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
 Jeff Feid, Vice Chairperson (309) 452-9777
 Missy Josephson, Secretary (309) 728-2498

Thomas Metcalf School PTO

Kathy Roesch, President (309) 829-9119
 Michelle Hardman, Vice President . . (309) 830-3252
 Barb Gallick, Secretary (309) 452-6754
 Sarah Curtis, Treasurer (309) 452-9661

University High School Boosters

Joe & Lois Morrow, Presidents (309) 454-6705
 Tim & Marsha Truty, Vice Presidents (309) 454-2784
 Karen Chiodo, Secretary (309) 452-4031
 Kevin Carroll, Treasurer (309) 663-8486

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