

# 2023-2024

## LABORATORY SCHOOLS

# ANNUAL

## REPORT



I am pleased to share with you the Laboratory Schools Annual Report, which highlights another year of accomplishments by our students, faculty associates, staff, and administrators. Our mission is to provide pre-service teacher education, research, exemplary learning and teaching, and service to the profession—all built on a foundation of excellence in educational theory and practice. Achieving this mission requires a collective effort from people working toward a shared vision.

President Charles Hovey and other university leaders established the Laboratory Schools in 1857 to provide practical classroom experience for students preparing to become teachers. At that time, President Hovey would have been influenced by the philosophical ideas of thinkers such as Charles S. Peirce, William James, and John Dewey, who believed that “knowledge is rooted in experience” and is gained through interaction with the environment. The Laboratory Schools continue this tradition by providing meaningful experiences and interactions for both our pre-service teachers and the students in our classrooms.

We strive to strengthen our partnerships with the University and the community while addressing the unique needs of the families and students who choose to attend the Laboratory Schools. Balancing the dual responsibilities of offering a high-quality educational experience for our P-12 students and preparing pre-service educators for a rapidly evolving school system is no small task. This annual report highlights our efforts to increase student enrollment, support student achievement, and provide professional development opportunities for teachers to grow in their profession and help prepare future educators.

One area I am especially proud to highlight is that approximately 25% of our Laboratory School teachers are National Board Certified. According to the Illinois State Board of Education, over a decade of research confirms that students taught by National Board Certified Teachers (NBCTs) outperform their peers taught by non-NBCTs. Our teachers dedicate significant effort to the National Board certification process to enhance their teaching, and the results are evident in our students’ performance.

As we continue to grow, our goal remains steadfast: to demonstrate our commitment to the four pillars of our mission and provide annual updates that measure students’ progress toward excellence in theory and practice. Thank you for allowing me the opportunity to lead, learn, and grow with you!

Take care,

Dr. Anthony Jones, Director, Laboratory Schools



### STUDENT CHARACTERISTICS

#### Enrollment by Race

American Indian/Alaskan—.63%

Asian—9.02%

Black—5.09%

Native Hawaiian/Pacific  
Islander—.09%

White—75.98%

Multi-Racial—9.20%

**Total enrollment: 1,068**

U-High’s Co-Curricular Participation—4.45  
*(average number of activities per student)*

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## HEART OF ILLINOIS LOW INCIDENCE ASSOCIATION (HILIA)

**18**

Number of Students

**13**

Number of Staff Members

**5**

Number of Districts Where Students Come From

## UNIVERSITY SUPPORT

**50,442**

Number of Clinical Hours

**400**

Number of Volunteer Hours ISU students volunteered at U-High

**17**

Number of Departments Served



## STAFF CHARACTERISTICS

*(numbers include HILIA Faculty Associates)*



**23**

Number of National Board-Certified Teachers

**83**

Number of Teachers with a Master's Degree or Above

**\$63,312**

Average Faculty Associate Salary

## ASSESSMENT DATA

**92%**

(130 out of 141)  
Percentage of Seniors who Graduated with College Credit

**225**

Number of Students Who Took AP Exams

**70.6%**

Metcalf's IAR ELA Proficiency Rate



## FUNDING SOURCES

**84%**

ISBE allocation is \$7,717,365

**16%**

IBHE allocation is \$1,471,390

