



2006-2007
**LABORATORY
SCHOOLS** ANNUAL REPORT



COLLEGE OF EDUCATION
Illinois State University

ILLINOIS STATE
UNIVERSITY



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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 practices. This tradition is reflected in the four-part mission of the Illinois State University laboratory schools, which is:

- 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;
- 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

Sesquicentennial celebration

Illinois State University is celebrating its 150th birthday in 2007. Since the history of the laboratory schools dates back to the beginning of the University, the schools will also be celebrating this noteworthy milestone. The primary purpose of the lab schools is reflected in the founding mission of Illinois State University, that is, preparing teachers. 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. 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 cents a week in tuition. The laboratory schools have been engaged in teacher education since the very beginning of the Institution.

Fundraising update

The fundraising campaign for the laboratory schools has raised over \$1.5 million. This total includes deferred or planned gifts, pledges, gifts-in-kind, and cash gifts. It reflects the contributions of 1,624 donors. This is a phenomenal display of generosity on the part of lab school alumni and friends.

- A loyal alumnus, John L. Wroan III, a retired Bloomington contractor and businessman, donated \$1 million worth of stock to University High School and Illinois Wesleyan University, both in



John L. Wroan

Bloomington-Normal. A graduate of U-High and IWU, Wroan allocated \$500,000 worth of stock to Illinois Wesleyan for an endowment to support student scholarships. He is also donating \$500,000 worth of stock to U-High to support the remodeling of its Vocational Arts area into an Engineering/Technology Center—the very building Wroan’s company built in 1964.

“The importance of supporting education cannot be stated enough,” said Wroan. “These gifts are a challenge to everyone who can lend a hand in strengthening education in our community. I consider these gifts to be a ‘pay back’ for all the support Bloomington-Normal has given to me over the years.”

- The Seat Campaign for Stroud Auditorium—Seats That Recognize Our Unforgettable Donors—has sold over 280 seats, at \$500 each, to help generate funds to renovate this highly used space.
- The lab schools now have 42 donors who have become charter members of the Legacy Society by either cumulative giving exceeding \$10,000, or by establishing a deferred/planned gift.

One-to-one laptop initiative

During the 2006-2007 school year, University High School piloted a laptop program in four classrooms. One classroom was selected from each of the four core areas—English, mathematics, science, and social science. A mix of students was enrolled in 15 courses taught by 12 different instructors. For several reasons, the decision was made to permanently house the laptops within the school rather than implementing a true one-to-one program in which the laptops are assigned to the students 24/7. Under this model, the school owns, maintains, and assumes responsibility for securing the



25 laptops that have been placed in each of the classrooms. Wireless projectors were also added to the classrooms to enable students and teachers to display their work.

Perceived changes in teaching and learning provided the motivation for launching a laptop pilot program at U-High. As important as it might be to improve students' technology skills, the more critical

issue is the impact of laptops upon instruction. Findings from a student survey revealed the following:

- Most students are confident of their ability to use technology since 95.2 percent indicated they had “average skills,” “above average skills,” or were “approaching geek status.” There is little reason not to use more technology in the delivery of instruction.
- Seventy-nine percent of the student respondents felt that their teachers used laptops just the right amount of time or too little. Although this is a favorable finding in general, it is important to recognize that some students (21percent) have reservations about laptop classrooms. A mix of instructional approaches is required to address the multiple learning modalities that exist in any classroom.
- When asked to think about how many laptop classes they would like to have in the future, 7.1 percent responded “none,” 10.9 percent responded “fewer,” 39.4 percent responded “about the same number,” 28 percent responded “more,” and 14.6 percent responded “all.” Thus, 82 percent of the students viewed their early experiences with laptops as positive.
- A majority of the students felt productive in laptop classrooms and engaged. Students used the laptops to find information and organize that information. A majority of students reported that the laptops made it easier for them to work at their own pace and assume more responsibility for their learning.

- Nearly 30 percent of the respondents spent time visiting Web sites unrelated to their class work. This was a troubling finding so the school invested in software to more closely monitor Web activity. The software, combined with added teacher supervision, has reduced the level of off-task “surfing.”
- Eighty-one percent of the students indicated they were satisfied or very satisfied with their laptop classrooms.

Based on the information gathered from students, teachers, parents, and administrators, the one-to-one initiative will be expanded from four classrooms to eight during the 2007-2008 school year. For more information, contact Jim Kurz, technology coordinator, or Jeff Hill, principal, at (309) 438-8346 or Dr. Robert Dean, superintendent, at (309) 438-8542.

School safety measures

Laboratory school personnel have been working with members of the University Police Department, the facilities department, parents, and other University departments in order to address the immediate and long-range security needs for the lab school facilities. The following actions have either been completed or are in progress:

- All classroom door locks have been upgraded (Metcalf and U-High) to enable safe lockdowns. Approximately 200 new locks were installed. (completed)
- The University Police Department provided the laboratory schools with 12 handheld radios for emergency use. The radios are on the same frequency as the University's Health and Human Services, and can be monitored by the University Police Department. (completed)
- Electronic door locks will be added to key exterior doors at each school, which will provide better control and more flexibility.
- New walls will be added at key locations between Metcalf and Fairchild Hall. The goal is to separate Metcalf students from other people who use these buildings.
- Classroom space will be reallocated to consolidate Metcalf students. This includes moving students from the third floor of Fairchild. (completed)
- Emergency plans for both schools have been updated. (completed)
- School administrators will coordinate emergency plans with the University's police department and the Normal police and fire departments.

Good security ultimately relies on good communication. Our schools are fortunate to be blessed with strong home-school relationships that lend themselves to a flow of timely and useful information.

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.

	Laboratory Schools	State
Attendance	96.4%	93.7%
Low income	6.2%	40.9%
Mobility	2.8%	15.2%

Enrollment by grade level, fall 2006

(Includes 40 students enrolled in Heart of Illinois Low Incidence Association [HILIA] programs and 28 pre-kindergarten students)

K	1	2	3	4	5	6	7	8	Metcalf
40	38	42	43	47	43	50	48	52	445
					9	10	11	12	U-High
					155	159	156	144	614
									Unit-wide
									1,059

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	19.0	20.9
Grade 1	21.0	21.0
Grade 3	21.5	21.8
Grade 6	25.0	22.6
Grade 8	26.0	21.9
High school	23.0	18.9

Enrollment by race/ethnicity, fall 2006 (percent)

	Metcalf	U-High	Unit-wide	State
Asian/Pacific Islander	9.7	7.2	8.2	3.8

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 2006-2007 school year.

- The laboratory schools—Thomas Metcalf School and University High School—**provide placements for 29 percent of Illinois State University's students who are completing clinical experiences** as part of their teacher education program; 452 schools and other agencies are needed to provide the other 71 percent.
- University High School faculty associate **Mike Troll** received the Award of Recognition from the Those Who Excel program sponsored by the Illinois State Board of Education.
- **Hilary Baboukis** was selected as a National Merit Scholarship semifinalist, and **Danielle Fox** was selected as a semifinalist in the National Achievement Scholarship competition. Commended students in the 2007 National Merit Program included **Elizabeth Alden, Jessica Bogue, Anthony Melchiorri, Zachary Saajasto, and Leigh Whitman.**
- The **Boys and Girls Golf teams won State Championships.** This is only the third time in the history of the state tournament that a boys and girls team from the same school has won the state title in the same season. Even more impressive, U-High has accomplished the feat twice.
- University High School parent volunteer **Lois Morrow** received the Award of Recognition from the Those Who Excel program sponsored by the Illinois State Board of Education.
- Metcalf faculty associate **Roberta Maubach** became the lab school's newest National Board Certified teacher. With a total of 12 Board Certified teachers, the laboratory schools have one of the highest percentages in the state.
- Over **3,000 preservice students** complete their field experiences at University High School and Thomas Metcalf School each year. This translates into 45,000 to 50,000 hours of field experiences provided for 19 academic departments across Illinois State's campus.
- University High School has doubled the size of its one-to-one **laptop** initiative from four classrooms to eight.
- **Kathy Elder, Rita Fisher, Marcy Parsons, Dr. Lorraine Pflaumer, and Dr. Tom Romance** completed their distinguished careers at Thomas Metcalf School; **Bob Morris** completed his at University High School.
- The **Class of 2007** was offered nearly \$3 million in scholarships and awards from colleges and universities throughout the United States.
- The following students received scholarships sponsored by Country Companies and State Farm Insurance for their performance in the National Merit competition: **Leigh Whitman,**

Black non-Hispanic	16.0	8.6	11.7	19.6
Hispanic	7.4	2.4	4.5	19.3
Native American	0.4	0.7	0.6	0.2
White non-Hispanic	64.0	80.3	73.5	54.9
Multi-racial	2.5	0.8	1.5	2.2
Total	100%	100%	100%	100%

Graduation rate for class of 2007 (N=144)

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%	85.9%

Post-secondary options for class of 2007 (N=144)

Two-year community college	Four-year college or university	Military	Employment	Other
13%	80%	3%	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 percent of Metcalf students who meet or exceed state standards as compared to the number of students in Illinois who meet or exceed state standards.

	Grade 3		Grade 4		Grade 5	
	Metcalf	State	Metcalf	State	Metcalf	State
Reading	92.3	73.0	84.1	73.7	90.0	69.7
Mathematics	94.9	86.8	90.9	86.4	92.5	82.5
Science			88.6	79.8		
Writing					82.5	50.0

	Grade 6		Grade 7		Grade 8	
	Metcalf	State	Metcalf	State	Metcalf	State
Reading	97.9	73.4	91.7	73.4	100	81.8
Mathematics	95.8	81.4	93.8	79.4	98.0	81.3
Science			93.8	79.3		
Writing					92.2	63.0

PSAE

The Prairie State Achievement Examination (PSAE) is administered to all 11th-grade students in Illinois. 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 percent of U-High students who meet or exceed state stan-

dards as compared to the percent of students in the state of Illinois who meet or exceed state standards.

	U-High	State
Reading	78.5	54.1
Mathematics	83.1	52.7
Science	84.4	51.0
Writing	87.7	56.9

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
English	24.8	20.2
Mathematics	24.8	20.3
Reading	24.8	20.6
Science reasoning	23.8	20.4
Composite	24.7	20.5

EXPLORE

EXPLORE, published by ACT Inc., 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	Nation
English	18.7	14.9
Mathematics	18.8	15.7
Reading	18.3	14.6
Science reasoning	19.6	16.4
Composite	19.0	15.5

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	Nation
English	21.2	16.9
Mathematics	22.3	17.4
Reading	21.0	16.9
Science reasoning	21.6	18.2
Composite	21.6	17.5

SAT

A smaller number of U-High students (26) took the Scholastic Aptitude Test (SAT), a college entrance exam that is often used by out-of-state universities dur-

ing the admission process. The SAT measures two areas: verbal ability and mathematical ability. Scores range from 200 to 800.

	U-High	Nation
Critical reading	599	503
Mathematics	617	518
Writing	619	497

PSAT

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

	U-High	Nation
Critical reading	54.6	47.7
Mathematics	58.7	48.5
Writing	51.8	45.8

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. **One** student was honored as a National Merit semifinalist and **five** students were recognized as Commended Scholars during the 2006–2007 school year.

Advanced Placement (AP)

One hundred eleven University High School students completed **181** 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 course, and the percentage of students who earned scores that qualify for college credit are listed in the following table.

Course	Number of students	Percent who qualify
Biology	3	*
Calculus AB	36	53
Calculus BC	6	83
Chemistry	18	89
English-language	34	91
English-literature	36	78
European history	15	100

Anthony Melchiorri, Zachary Saajasto, Stephanie Sidak, John Mersch, John Quarton, Kyle Erickson, Jessica Byerly.

- University High School Senior **Jessica Byerly** won a \$10,000 scholarship for her winning essay which was submitted to the *Sweet 16's* Scholarship Essay Contest.
- **All University High School athletic teams** met the criteria for the IHSA All-Academic Team (a 3.0 grade point average or above).
- **Don Petty** was selected to participate in the Academies Creating Teacher Scientists program at the Fermi National Accelerator Laboratory (Fermilab). Designed by the Department of Education Office of Science, this program aims to equip a cadre of outstanding science and mathematics teachers with scientific research experience.
- The University High School **swimmers** won the Intercity Championship.
- The University High School **girls basketball team** finished the season strong winning the Regional Championship.
- University High School faculty associate **Tom Holbrook** was inducted to the Illinois Scholastic Bowl Hall of Fame in recognition of his coaching success over the past several years.
- The staff of University High School's literary magazine, *Brome and Beyond*, received a state ranking of excellent.
- University High School faculty associate **Bob Fitzgerald** has been nominated for the University of Chicago's Outstanding Teacher Award.
- University High School senior **Michelle Eack** received the General Assembly Scholarship from State Representative Dan Brady, valued at \$10,000.
- University High School Senior **Anthony Melchiorri** received a Presidential Scholarship from the University of Iowa, valued at over \$52,000.
- University High School student **Adam Larsen** was selected for the following performances:
 - **2006 Grammy High School Jazz Ensemble Competition**—1 of 75 finalists out of 600 applicants from the United States and Canada.
 - Selected to perform with **The Jazz Band of America National Honors Jazz Ensemble**—opening for Wynton Marsalis!
 - First tenor saxophone in the 2007 Next Generation Jazz Orchestra, which will play in New York, Paris, and The Monterey Jazz Festival in California
- University High School seniors **Christine Liang, Hong Nan, and Jessica Byerly** were selected to receive the Rotary Award. The selection was based on outstanding contributions to University High School in the areas of citizenship, scholarship, and service.
- University High School student **Rustin Fakheri** received a perfect score of 36 on his ACT.

French language	2	*
German language	1	*
Music theory	1	*
Physics B	2	*
Psychology	3	*
Spanish language	2	*
Studio art 2D design	4	*
U.S. history	18	89
Total AP exams taken	181	

*Insufficient number to report

Each year the College Board recognizes students who have scored well on AP tests. **Ten** U-High students were recognized as AP Scholars because they received grades of 3 or higher on three or more AP exams. **Five** 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. **Five** 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.

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. 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 2006-2007

Source of revenue	Amount	Percent
General state aid	\$5,196,916	64.2
Special education contract	1,394,362	17.2
Appropriated funds	1,083,304	13.4
Participation fees	225,805	2.8
Grants and contracts	102,900	1.3
Summer school fees	82,259	1.0
Other	3,745	.1
Total	\$8,089,291	100

Expenditures by administrative unit	Amount	Percent
University High School	\$3,499,473	45.4
Thomas Metcalf School	2,458,982	31.9

Special education	1,218,855	15.8
Superintendent's office	495,413	6.4
Summer school	37,669	.5
Total	\$7,710,392	100

Personnel and nonpersonnel expenditures

Personnel costs account for 88.3 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 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	\$41,962	\$254,958	\$261,189	\$35,731
University High School (\$8,053)		\$620,561	\$566,801	\$45,707
Total	\$33,909	\$875,519	\$827,990	\$81,438

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 2006. The large ending balance reflects an increased emphasis on fundraising. Contributions that will eventually be used to fund facility renovation projects are beginning to accumulate.

	Beginning balance	Revenue	Expenditures	Ending balance
Thomas Metcalf School	\$39,615	\$31,444	\$42,920	\$28,139
University High School	\$82,615	\$51,122	\$35,953	\$97,784
Superintendent's office	\$161,557	\$60,186	\$51,531	\$170,212
Total	\$283,787	\$142,752	\$130,404	\$296,135

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, 2005–2006, are reported.

Laboratory schools	State average
\$6,708*	\$9,488**

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

**Average for all unit districts

Personnel

Percent of teachers (N=98) and administrators (N=11) 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	12.2	15.4	12.2	15.4	17.3	27.5
Administrators	0.0	45.5	0.0	9.0	0.0	45.5

Percent of teachers (N=98) by degrees attained

	Laboratory schools	State
Bachelor's	35.7	47.6
Master's and above	64.3	52.3

Number of national board certified teachers: 12 (12 percent)

Percent of teachers (N=98) by race and gender

	Laboratory schools	State
Asian or Pacific Islander	1.0	1.2
Black non-Hispanic	3.1	8.8
Hispanic	1.0	4.6
Native American	0.0	0.2
White non-Hispanic	94.9	85.1
Male	31.6	23.0
Female	68.4	77.0

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 (94)	\$50,574	\$58,275
Administrators (9.5)	\$83,550	\$102,310

Technology

Educators, parents, business leaders, and policy-makers want to know if schools are keeping pace with advancements in technology. Computer availability indi-

cates 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	204	425
Number of computers for teacher use	55	86
Percentage of computers linked to the Internet	85	100
Number of technical support staff (FTE)	1.5	1

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	88	1,626
Athletic activities	292	581
Arts-related activities	439	1,315
Total students	819	3,522
Average number of activities/student	1.8	5.7

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	1,670 requests (375%)	1,979 requests (322%)

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	501 (81.5%)	37 (8.3%)

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 2006–2007 school year. For the state, the figure was **96.6 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 that provide leadership for many of our parent involvement activities:

Citizens Advisory Committee (CAC)

Cathy Heissler, chairperson
(309) 662-5067

Jeff Feid, vice chairperson
(309) 452-9777

Michelle Hardman, secretary
(309) 830-3252

Thomas Metcalf School PTO

Michelle Hardman, president
(309) 830-3252

Heather Marshall, vice president
(309) 663-6837

Barb Gallick, secretary
(309) 452-6754

Sarah Curtis, treasurer
(309) 452-9661

University High School Boosters

Alison Geyer, president
(309) 454-2934

Lee Ann Zilligen, vice president
(309) 454-1945

Amy Stork, secretary
(309) 963-4691

Greg Lawler, treasurer
(309) 829-7170

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Jeff Hill

Principal, University High School
Telephone: (309) 438-8346
E-mail: jwhill@IllinoisState.edu

Web sites: www.uhigh.ilstu.edu
www.metcalf.ilstu.edu

Additional services and interventions

Metcalf School students receiving speech services: 60 (13.45 percent); tutoring: 30 (6.7 percent)

Peer tutoring: Connections is a peer-helping program composed of a network of caring students who are trained to help U-High students. **Ninety-seven** U-High and Illinois State students served as tutors during the 2006–2007 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. **Thirty-one** students were referred to external agencies during the 2006–2007 school year.

Volunteer hours

Illinois State University students volunteered 2,093 hours at Thomas Metcalf School.

Illinois State University students volunteered 6,033 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	30	6	9
Multiple disabilities	6	1	1
Visually impaired	4	1.5	2
Totals	40	8.5	12