



LABORATORY SCHOOLS
ANNUAL REPORT

2009-2010



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 practice. This tradition is reflected in the four-part mission of the Illinois State University laboratory schools to:

- 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
- 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

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.

Perfect attendance rate

A perfect **attendance** rate (100 percent) means that all students attended school each day of the academic session.

	Laboratory Schools	State
Attendance	95.6 %	93.9 %

Enrollment by grade level, fall 2009

Includes 27 students enrolled in Heart of Illinois Low Incidence Association [HILIA] programs and 28 prekindergarten students.

Pre-K	K	1	2	3	4	5	6	7	8	Metcalf
28	38	39	41	45	47	49	48	51	49	435
						9	10	11	12	U-High
						156	152	151	146	605
										Unit-wide
										1,040

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	20.7
Grade 1	19.5	21.2
Grade 3	22.5	22.1
Grade 6	24.0	21.5
Grade 8	24.5	21.0
High school	24.0	19.7

Enrollment by race/ethnicity, fall 2009 (percent)

	Metcalf	U-High	Unit-wide	State
Asian/Pacific Islander	9.6	5.4	7.2	4.2
Black non-Hispanic	11.2	9.6	10.3	18.8
Hispanic	7.6	4.0	5.5	21.1
Native American	0.2	0.2	0.2	0.2
White non-Hispanic	65.6	77.6	72.6	52.8
Multi-Racial	5.8	3.2	4.2	2.9

Graduation rate for Class of 2010 (N=150)

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.

	University High School	State
	97.0 %	87.8 %

Post-secondary options for Class of 2010 (N=150)

Two-year community college	Four-year college or university	Military	Trade school	Other
17.8 %	77.5 %	2.7 %	1 %	1 %

Achievement indicators

ISAT

The Illinois Standards Achievement Test (ISAT) measures individual student achievement relative to the Illinois Learning Standards. The following table presents the percentages of Metcalf students who meet or exceed state standards as compared to the number of students in the state of Illinois who meet or exceed state standards.

	Grade 3		Grade 4		Grade 5	
	Metcalf	State	Metcalf	State	Metcalf	State
Reading	97.7	73.7	91.5	73.7	97.8	74.7
Mathematics	100.0	86.3	93.6	86.0	97.8	83.4
Science			91.5	76.7		
Writing	90.7	64.4			76.1	55.3

	Grade 6		Grade 7		Grade 8	
	Metcalf	State	Metcalf	State	Metcalf	State
Reading	95.7	81.2	98.0	77.5	97.7	84.1
Mathematics	97.9	84.6	100.0	84.4	97.7	83.7
Science			100.0	82.4		
Writing	89.4	70.5			97.7	69.8

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 percentages of U-High students who meet or exceed state standards as compared to the percent of students in the state of Illinois who meet or exceed state standards.

	U-High	State
Reading	84.0	54.0
Mathematics	90.6	52.7
Science	87.4	52.4
Writing	80.7	55.3

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	24.7	19.9
Mathematics	25.5	20.5
Reading	25.0	20.6
Science reasoning	24.3	20.3
Composite	25.0	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	19.3	15.5
Mathematics	19.5	16.3
Reading	18.8	15.3
Science reasoning	19.9	16.9
Composite	19.5	16.1

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. (Prior year results)

	U-High	Nation
English	20.0	16.9
Mathematics	22.3	17.4
Reading	20.0	16.9
Science reasoning	21.1	18.2
Composite	21.0	17.5

SAT

A smaller number of U-High students (**15**) 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 three areas: verbal, mathematical, and writing ability. Scores range from 200 to 800.

	U-High	Illinois	Nation
Critical reading	561	585	501
Mathematics	636	600	516
Writing	545	577	492

PSAT

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

	U-High	Illinois	Nation
Critical reading	54.9	49.5	46.9
Mathematics	58.1	51.0	48.2
Writing	52.1	48.4	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. **Two** students were recognized as Commended Scholars during the 2009-2010 school year.



Points of pride

The 2009-2010 school year was marked by some memorable achievements by students and faculty alike. Laboratory School faculty, staff, and students are routinely recognized for their outstanding achievements. Although it is impossible to highlight everyone's accomplishments, selected highlights are listed as Points of Pride throughout this annual report.

- For the third consecutive year, **University High School** was named one of the top high schools in the United States based on the number of students who took and passed Advanced Placement exams: 128 students completed 205 AP exams.
- 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. Another 452 schools and other agencies are needed to provide the other 71 percent.
- University High School **boys swimming and diving** team tied their highest state finish ever as a team by earning seventh place.
- **Kathryn Hill** and **Ian Ostaszewski** were selected as Commended Students in the 2010 National Merit Scholarship Program because of their exceptional academic promise demonstrated by their outstanding performance on the qualifying test for the Scholarship Program.
- The Laboratory Schools have a total of **11 National Board Certified teachers**, one of the highest percentages in the state.
- The **Pioneer chess team** won the state 2A division title.
- As recent recipients of Pratt Music Foundation scholarships, music students **Ryan Cavallo** and **Mikhaila Price-Hutcherson** were invited to the White House to participate in a celebration of classical music.

Student characteristics con't.

Advanced Placement (AP)

One hundred twenty-eight University High School students completed **205** 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.

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

Course	Number of exams	Percentage who qualify
Art History	1	*
Biology	1	*
Calculus AB	47	87
Calculus BC	1	*
Chemistry	19	100
Computer Science	1	*
English—Language	33	94
English—Literature	43	63
European History	16	76
German	1	*
Physics B	1	*
Psychology	1	*
Spanish Language	12	58
Statistics	11	45
Studio Art 2D Design	4	*
U.S. History	13	69
Total AP Exams Taken	205	

*Insufficient number to report

Support services

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	943 requests (244.3 %)	3,106 requests (513 %)

Resource teachers, along with the help of peers, 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	20 (5.2 %)	412 (68.1 %)

Additional services and interventions

Metcalf School students receiving speech services—48 (12.4 %); tutoring—20 (5.2 %).

Peer tutoring—Connections is a peer-helping program composed of a network of caring students who are trained to help U-High students. A total of **140** U-High and Illinois State students served as tutors during the 2009–2010 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** students were referred to external agencies during the 2009–2010 school year.

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 2009–2010

Source of revenue	Amount	Percent
General state aid	\$5,894,678	67.3
Special education contract	\$1,342,311	15.4
Appropriated funds	\$1,149,277	13.2
Fees	\$191,865	2.2
Metcalf lunch program	\$118,084	1.4
Grants	\$35,228	.4
Other	\$7,910	.1
Total	\$8,739,353	100.0

Expenditures by administrative unit	Amount	Percent
University High School	\$3,670,243	43.6
Thomas Metcalf School	\$2,593,476	30.8
Special education	\$1,139,592	13.5
Superintendent's office	\$785,587	9.3
Metcalf lunch program	\$137,011	1.6
Metcalf after school	\$87,614	1.0
Total	\$8,413,523	99.8

Personnel and nonpersonnel expenditures

Personnel costs account for 82.2 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 Music Academy, U-High school store, U-High science club, U-High band, and all of 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	\$54,229	\$275,823	\$298,193	\$31,859
University High School	\$144,399	\$681,060	\$703,278	\$122,181
Total	\$198,628	\$956,883	\$1,001,471	\$154,040

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 2009.

	Beginning balance	Revenue	Expenditures	Ending balance
Thomas Metcalf School	\$58,069	\$43,403	\$43,390	\$58,082
University High School	\$287,767	\$81,882	\$51,208	\$318,441
Superintendent's office	\$6,458	\$2,700	\$2,918	\$6,240
Total	\$352,294	\$127,985	\$97,516	\$382,763

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. Data from 2008-2009 is as follows.

Laboratory schools	State average
*\$7,726	**\$11,197

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

**Average for all unit districts



Points of pride

- For the second consecutive year, **Lester Hampton** was selected as the Boys Class AA Cross Country Coach of the Year by the South Division of ITCCCA.
- Several U-High seniors were named 2010–2011 Illinois State Scholars for their outstanding academic achievement: **Miriam Ball, Kathryn Biddle, Paige Blankenship, Shannon Bogue, Bailey Bottorff, Haley Cook, Chelsey Coombs, David Cooper, Candice Cuppini, Rachel Dauenbaugh, Michael Eack, Jessica Everingham, Kyle Graden, Thomas Guttschow, Kathryn Hill, Tyler Hines, Claire Jones, Jade Kestian, Benjamin Kiesewetter, Taylor Kingston, Sarah Klass, Kelsey Maffett, Christopher Michels, Ian Ostaszewski, Rose Phipps, Gowtami Rajendran, Rebecca Remmes, Blake Reno, Cole Rosenbaum, Bradley Saunders, Peter Schiller, Celia Schimelpfenig, Andrea Schweers, Ian Standard, William Ward, and Kelsey Wilson.**
- More than **3,000 preservice students** complete their field experiences at University High School and Thomas Metcalf School each year. This translates into 45,000–50,000 hours of field experiences provided for 19 academic departments across Illinois State's campus.
- Tennis player **Ben Yue** was named to the Singles All-State 3rd Team.
- Kathy Clesson**, University High School English teacher, was awarded the Illinois High School Teacher of Excellence award at the National Council of Teachers of English Convention.
- The **Pioneer debate team** achieved its best showing in more than 20 years at the IHSA state debate tournament. Five of seven entries finished in the top 20.
- Cole Wardlow** was honored as the Intercity Soccer Player of the Year by *The Pantagraph* for his outstanding play as goalie on U-High's very successful soccer team.

Staff characteristics

Percent of teachers (N=94) and administrators (N=10) by years of experience, grouped in five-year increments (percent)

	1-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26+ years
Teachers	22.3	14.9	14.9	7.4	17.1	23.4
Administrators		10.0	50.0		10.0	30.0

Percent of teachers (N=94) by degrees attained

	Laboratory schools	State
Bachelor's	37.2	42.2
Master's and above	62.8	57.4

Percent of teachers (N=94) by race and gender

	Laboratory schools	State
Asian or Pacific Islander	1.1	1.4
Black non-Hispanic	3.2	8.1
Hispanic	1.1	5.2
Native American	0.0	0.2
White non-Hispanic	94.6	85.1
Male	26.6	23.0
Female	73.4	77.0

Number of national board certified teachers-11 (11.7 percent)

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)	\$52,415	\$63,296
Administrators (10)	\$84,219	\$109,091

Technology use

Educators, parents, business leaders, and policymakers 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	249	687
Number of computers for teacher use	98	61
Percentage of computers linked to the Internet	100 %	100 %
Number of technical support staff (FTE)	1.5	1.25

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. University High School offered **72** activities, 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	84	1,153
Athletic activities	152	630
Arts-related activities	583	1,046
Club and school activities	35	498
Total	854	3,327
Average number of activities per student	2.2	5.5

Special education services

The Heart of Illinois Low Incidence Association (HILIA) is a regional special education cooperative formed to promote, establish, and maintain a continuum of comprehensive services for children ages 3 to 21. The Laboratory Schools offer a site-based center for students with hearing and vision disabilities. Several support services are offered to the students enrolled in these programs. These services include: speech and language therapy, auditory listening therapy, physical therapy, occupational therapy, orientation and mobility training, auditory assessment services, and psychological assessment services. In addition the program offers adapted art and physical education instruction for those students needing further assistance.

The academic curriculum, which promotes an inclusionary philosophy, and the length of time and type of supplemental services are determined by the child's Individual Education Plan (IEP).

Low-incidence programs

Disability	Number of students	Number of teachers	Number of assistants and interpreters
Deaf/Hard-of-hearing	19	4	9.8
Visually impaired	8	3	1.5
Totals	27	7	11.3

Volunteer hours

Illinois State University students volunteered 5,754 hours at Thomas Metcalf School.

Illinois State University students volunteered 5,555 hours at University High School.

Contact with parents

“Personal contact” includes parent-teacher conferences, parental visits to school, school visits to home, phone conversations, and written correspondence. There was personal contact between 100 percent of students’ parents/guardians and the school staff during the 2009–2010 school year. For the state, the figure was **96.2** 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)

Ken Fansler, chairperson (309) 438-3497
 Eric Ruud, vice chairperson (309) 438-2346
 Clark Brooks, secretary (309) 766-0598

Thomas Metcalf School PTO

Barb Jacobsen, president (309) 452-4895
 Angela Ambers-Henderson,
 vice president (309) 662-7301
 Christine Stauter, secretary (309) 662-1089
 Lynn Litwiller, treasurer (309) 963-6467

University High School Boosters

Sarah Ray, president (309) 828-2721
 Jenny Ward, vice president (309) 838-1569
 Anne Walling, secretary (309) 664-1926
 Barb Gallick, treasurer (309) 452-6754

Laboratory school administration

Robert L. Dean, Ph.D.
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 (309) 438-8542
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 (309) 438-8346
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www.uHigh.ilstu.edu



Points of pride

- Award winners at the **All-State Music Festival** included **Miriam Ball**-Honors Chorus; **Lynn Burkhead**-Vocal Jazz Ensemble; **Alex Chavez**-Honors Orchestra; **Chelsey Coombs**-Vocal Jazz Ensemble; **Emily Donnell**-All-State Orchestra; **Alex Goebel**-All-State Band; **Melanie Goebel**-Honors Band; **Kathryn Hill**-All-State Band; **Lance Jessurun**-Honors Orchestra; **Kyle Pucket**-All-State Band; **George Seelinger**-All-State Chorus; and **Aaron Tuttle**-All-State Orchestra.
- The **U-High boys cross country team** placed second in the state.
- The **U-High WYSE team** finished fourth in the state, while **Alexander Su** and **Alexander Lee** tied for fifth place individually in mathematics. Team members included **Shannon Bogue**, **Claire Brownstone**, **Chelsey Coombs**, **David Cooper**, **Caitlin Darnall**, **Jessica Everingham**, **Tom Guttschow**, **Tegan Hunter**, **Elora Karim**, **Alexander Lee**, **Nick Quarton**, **Cole Rosenbaum**, **George Seelinger**, and **Alexander Su**.
- The **Metcalf scholastic bowl team** won its third state championship.
- The **U-High Rotary Interact Club** received the Rotary International Presidential Citation for 2009–2010. Interact members were recognized by Rotary International for their significant efforts to eradicate polio through the Pennies for Polio campaign, their donations to Claire House through the International Food Fair, and their support of Red Cross Haitian Relief through the Annual Dodge Ball Tournament.
- **Karlene Bledsoe** and **Phyllis Tischhauser** completed their distinguished careers at Thomas Metcalf School. **Doris Cropp**, **Janeice Ives**, and **Martha Kiser** completed their careers at University High School.
- The **Class of 2010** was offered nearly \$6 million in scholarships and awards from colleges and universities throughout the United States.



Teacher education

Teacher education hours

The Laboratory Schools provided 74,680 hours of clinical experiences for teacher education students from 20 different University Departments.

University Department	Clinical hours
Art	198.00
Business	50.00
Chemistry	15.00
Communication Sciences and Disorders	735.75
Curriculum and Instruction	44,953.00
Educational Administration and Foundations	10.00
English	2,748.00
Family and Consumer Sciences	176.00
Financial Aid	3,124.25
Foreign Languages	1,080.00
Health Sciences	600.00
History	1,983.00
Interdisciplinary Studies	148.00
Information Technology	165.00
Kinesiology and Recreation, School of	268.00
Mathematics	4,424.00
Music	1,708.00
Psychology	4,090.00
Special Education	6,932.00
Theatre	1,272.00
Total hours	74,680.00

Faculty contributions

Presentations by faculty at Thomas Metcalf School

"Making Fitness REAL in the PE classroom (K-8)!" for the Chicago Public Schools PE and Health Institute Workshop in October of 2009: Kim Walker-Smith

"Middle School Dance—Getting Everybody to Buy in and Have Fun Doing It" for the Chicago Public Schools PE and Health Institute Workshop in October of 2009: Kim Walker-Smith

"The Validity of Using Ratings of Perceived Exertion to Monitor Intensity During Physical Education Classes" for the National American College of Sport Medicine held in Baltimore in June of 2010: Kristen M. Lagally, School of Kinesiology and Recreation and Kim Walker-Smith, Thomas Metcalf School

"Communication Strategies for Children with Disabilities" for an Illinois State University class in January of 2010: Sandi McKean

"Swingin' With the Orffcats" for the American Orff-Schulwerk Association Presentation/Concert in Milwaukee, Wisconsin on November 12, 2009: Kim McCord and Donna Zawatski

"Universal Design for Learning Through Musical Composition", \$5,000 award for Teach Tech Award proposal on March 16, 2010: Kim McCord and Donna Zawatski

Presentations by faculty at University High School

"Great Ideas for Teaching Speech" Illinois Speech and Theatre Association, Oakbrook, September 25, 2009: Diane Walker

"Having the Audacity to use Podcasting in the English Classroom" Great Lakes 1:1 Computing Conference, Chicago, November 9, 2009: Kathleen Malone Clesson and Diane Walker

"The National Day on Writing: One School's Celebration" Illinois Teachers of English, Normal, April 10, 2010: Diane Walker, Shyla Anderson, Shaunte Brewer, Colleen Thomas

"The College Application Essay: An Apt Unit for High School English Classes" Illinois Teachers of English, Normal, April 10, 2010: Kathleen Malone Clesson and Diane Walker

"Foreign Language and a 1:1 Classroom Environment" Great Lakes 1:1 Computing Conference, Chicago, November 10, 2009: Kimberly Rojas

"Using Podcasts to Enhance Listening Comprehension in Foreign Language Classrooms" ISU Teaching and Learning Symposium, Normal, January 7, 2010: Kimberly Rojas

"Eric Garcia: Warrior with a Pen" National Art Education Association National Conference, Baltimore, MD, April 2010: Peggy Finnegan in collaboration with Judith Briggs, assistant professor of art education, Illinois State University

"Art History and Advertising: Middle School Students Critique Consumerism and Desire" National Art Education Association National Conference, Baltimore, MD, April 2010: Peggy Finnegan in collaboration with assistant professor of art education, Illinois State University

Research projects conducted at University High School

Redesigning lessons that utilize technology—A collaborative effort between teacher and student: Kimberly Rojas, College of Education Laboratory Schools, University High School

Service activities of faculty at University High School

Chairperson, Illinois Music Educators Association District 3 Vocal Jazz: Chris Corpus

Judge, IGSMMA State Solo and Ensemble Music Contest: Chris Corpus

Judge, IESA State Music Organization Contest: Chris Corpus

Judge, IHSA State Music Organization Contest: Chris Corpus

Music director, McLean County Penguin Project: Chris Corpus

Judge, IHSA State Music Organization Contest: Jason Landes



Points of pride

- The following U-High teams qualified for the IHSA Team Academic Achievement award during the 2009-2010 fall season: **girls cross country** (3.66); **girls volleyball** (3.54); **boys soccer** (3.47); **girls tennis** (3.44); **girls swimming and diving** (3.4); **boys cross country** (3.35); **boys golf** (3.06).
- U-High's literary magazine, *Brome & Beyond: Viva Voce*, received a rank of superior from a NCTE program designed to "Recognize Excellence in Student Literary Magazines." Student editors **Ashley Sang** and **Jessie Swiech**, along with faculty advisors **Shyla Anderson** and **Kathy Clesson**, played key roles in the production of this outstanding publication.
- The **boys golf team** won a seventh consecutive state title, while junior **Logan Stauffer** became U-High's second state golf medalist.
- Music teacher **Donna Zawatski** achieved **National Board Certification**. She and her colleague, **Kim McCord**, were selected as the winners of the 2010 Teach Tech award offered by the National Association of Laboratory Schools for their project titled "Universal Design for Learning Through Musical Composition."
- Homecoming award winners for 2009 were Distinguished Alumnus, **Karen Deigham '78**; Pioneer Hall of Fame, **Ogonna Nnamani '01**; Friends of U-High, **Terry Dawson**; and Pioneer Posthumous Recognition, **Charlotte FitzHenry Robling '34**.



ILLINOIS STATE
UNIVERSITY
Illinois' first public university