The internationally recognized Illinois Mathematics and Science Academy® (IMSA) develops creative, ethical leaders in science, technology, engineering and mathematics. As a teaching and learning laboratory created by the State of Illinois, IMSA enrolls academically talented Illinois students (grades 10-12) in its advanced, residential college preparatory program, and it serves thousands of educators and students in Illinois and beyond through innovative instructional programs that foster imagination and inquiry. IMSA also advances education through research, groundbreaking ventures and strategic partnerships. (www.imsa.edu)

IMSA employs 55 full-time teaching faculty members, all of whom have advanced degrees, with 47% holding doctorate degrees. In addition, 31% of faculty members are certified by the National Board for Professional Teaching Standards (NBPTS). IMSA fosters a collaborative learning environment that is problem-centered, inquiry-based and integrative. IMSA's students are engaged in rich opportunities to work with prominent researchers, explore questions of their own, champion their ideas for product development and make significant leadership contributions.

**Student Inquiry and Research (SIR)** pairs students with on-campus and off-campus professionals so that they can actively investigate a topic about which they are passionate. The SIR standards focus on planning, investigating, analyzing and communicating. Requirements include a proposal, investigation journal/notebook, active engagement, progress report, abstract, investigation paper and presentation at IMSAloquium.

**Total Applied Learning for Entrepreneurs (TALENT)** provides students with experiential learning opportunities related to bringing an idea to the marketplace to solve real world problems. TALENT instills the thinking patterns and mindset of an entrepreneur and engages students in understanding intellectual property, developing a business plan, developing products, securing funding, networking, communicating ideas and starting a business.

**Independent Study** is a student-selected learning experience that provides the opportunity to personalize learning beyond the IMSA course offerings. An Independent Study may be conducted by a senior (or junior with Principal's permission) under the direction of an IMSA faculty member for one or two semesters.

**Advanced Study** provides students the opportunity to pursue learning for graduation credit and receive a letter grade in a class not included in IMSA's regular course offerings. An Advanced Study proposal is completed jointly by a senior student and IMSA faculty member; the class is conducted under the direction of the faculty member for one or two semesters.

**Leadership Education** helps students become leaders within the Academy, in the community and in the world. Navigation is a forum for sophomores to process their academic, social and emotional experiences at IMSA. Leadership Education and Development engages all students in open discussion, meaningful activities, real-life applications and personal reflection to develop their passions and impact social change. Residence Life develops students' personal and social skills and academic talents.

**Service Learning** requires students to complete 200 hours of service during their three years at IMSA.

In light of IMSA's selective admission process and in order to promote collaborative exploration and discovery, the Academy does not provide grade point averages or class rankings.

---

**IMSA 2015 Profile**

Founding Member of the National Consortium for Specialized Secondary Schools of Mathematics, Science and Technology
### ACT Scores - Class of 2014 - Middle 50% Ranges and Means

<table>
<thead>
<tr>
<th>Subject</th>
<th>IMSA Mean (N = 181)</th>
<th>IMSA Middle 50% Range</th>
<th>Illinois College-Bound Mean (N = 152)</th>
<th>All College-Bound Mean</th>
<th>All College-Bound Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composite</td>
<td>32.3</td>
<td>31.0–34.0</td>
<td>20.7</td>
<td>21.0</td>
<td></td>
</tr>
</tbody>
</table>

### SAT Reasoning Test - Class of 2014 - Middle 50% Ranges and Means

<table>
<thead>
<tr>
<th>Subject</th>
<th>IMSA Mean (N = 181)</th>
<th>IMSA Middle 50% Range</th>
<th>Illinois College-Bound Mean (N = 152)</th>
<th>All College-Bound Mean</th>
<th>All College-Bound Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Reading</td>
<td>692</td>
<td>632.5–740</td>
<td>600</td>
<td>496</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>727</td>
<td>680–770</td>
<td>617</td>
<td>514</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>681</td>
<td>632.5–730</td>
<td>590</td>
<td>488</td>
<td></td>
</tr>
</tbody>
</table>

### Scholarship Recognition

- **Class of 2015**
  - 195 Total number of students in class
  - 7 National Achievement Semifinalists
  - 45 National Merit Semifinalists
- **Class of 2014**
  - 198 Total number of students in class
  - 5 National Achievement Finalists
  - 41 National Merit Finalists
  - 3 National AP Scholars
  - 17 AP Scholars with Distinction
  - 14 AP Scholars with Honors
  - 4 Science Olympiad Semifinalists
  - 2 Illinois Junior Academy of Science Gold Medal Winners
  - 1 International Math Olympiad Gold Medal Winner
  - 5 Members Selected for Finalist Team in the High School Mathematical Contest in Modeling (HSMCM)
  - 2nd Place Winner Math Team in the Illinois Council of Teachers of Mathematics (ICTM) Contest
  - 1st Place Winners Illinois Future Business Leaders of America State Leadership Conference
  - 2nd Place Winners Illinois Future Problem Solving Team in State
  - 1st Place Winner Scholastic Bowl Team in State
  - 1st Place Winner Science Olympiad Team in State
  - 1st Place Winner History Bowl Team in State
  - 2nd Place Winner National History Bee in State
  - 1 US Geography Olympiad National Champion
  - 1 100 Butterfly and 2nd 100 Backstroke in the Illinois High School Association (IHSA)

### Advanced Placement (AP) Examinations for 2013–2014 School Year

Although IMSA does not offer AP courses, 666 AP examinations were administered to 316 students:

<table>
<thead>
<tr>
<th>Subject</th>
<th>No. of Students</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>21</td>
<td>11</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>21</td>
<td>11</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>21</td>
<td>11</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Chemistry</td>
<td>21</td>
<td>11</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Computer Science</td>
<td>21</td>
<td>11</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Physics</td>
<td>21</td>
<td>11</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Statistics</td>
<td>21</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>10</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### A Sample Grade Distribution Report for Junior Course Enrollment (2013–2014)

<table>
<thead>
<tr>
<th>Grade</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>55</td>
</tr>
<tr>
<td>A-</td>
<td>29</td>
</tr>
<tr>
<td>B+</td>
<td>114</td>
</tr>
<tr>
<td>B</td>
<td>30</td>
</tr>
<tr>
<td>B-</td>
<td>42</td>
</tr>
<tr>
<td>C+</td>
<td>57</td>
</tr>
<tr>
<td>C</td>
<td>39</td>
</tr>
<tr>
<td>C-</td>
<td>31</td>
</tr>
<tr>
<td>D</td>
<td>44</td>
</tr>
</tbody>
</table>

### New Student Grade Distribution Report for Junior Course Enrollment (2013–2014)

<table>
<thead>
<tr>
<th>Subject</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>64</td>
</tr>
<tr>
<td>Writing</td>
<td>58</td>
</tr>
<tr>
<td>English</td>
<td>23</td>
</tr>
<tr>
<td>Science</td>
<td>18</td>
</tr>
<tr>
<td>History</td>
<td>15</td>
</tr>
<tr>
<td>Language</td>
<td>11</td>
</tr>
</tbody>
</table>

### Explanation of Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Meets course requirements</td>
<td>64</td>
</tr>
<tr>
<td>B</td>
<td>Does not meet course requirements</td>
<td>58</td>
</tr>
<tr>
<td>C</td>
<td>Does not meet course requirements</td>
<td>23</td>
</tr>
<tr>
<td>D</td>
<td>Meets course requirements</td>
<td>18</td>
</tr>
<tr>
<td>E</td>
<td>Does not meet course requirements</td>
<td>15</td>
</tr>
<tr>
<td>F</td>
<td>Does not meet course requirements</td>
<td>11</td>
</tr>
</tbody>
</table>

### World Languages

- **2.0 credit minimum**
  - A student must complete two years of world language study, with one year at level II or higher.

### Fine Arts

- **0.5 credit minimum**
  - Music: Chamber Choir, Chamber Strings, Concert Band, Concert Choir
  - Visual Arts: Advanced Ceramics, Art Design, Ceramics, Photography

### Wellness Education

- **1.0 credit minimum**
  - Core Course: Exercise Science, Wellness Electives: Dance, LifeHoping and Water Polo Movement and Rehearsal
  - Wellness Electives: Outdoor and Indoor Games, Tennis and Badminton

### Independent Learning

- **Talent**
  - Advanced Study: Independent Study, Student Inquiry and Research (SRU)
  - Total Applied Learning for Entrepreneurs (TALENT)
Total graduation requirement: 17 credits. Eight (8) credits must be in mathematics and science. For information on course descriptions, please visit our website: www.imsa.edu/academics/CAC

SCIENCE 4.0 credit minimum

MATHEMATICS 3.0 credit minimum

ENGLISH 3.0 credit minimum

SOCIAL SCIENCE 2.5 credit minimum

WORLD LANGUAGES 2.0 credit minimum

FINE ARTS 0.5 credit minimum

WELLNESS EDUCATION 1.0 credit minimum

INDEPENDENT LEARNING

ACT Scores - Class of 2014 - Middle 50% Ranges and Means

SAT Reasoning Test - Class of 2014 - Middle 50% Ranges and Means

IMSA TESTING HIGHLIGHTS

Scholarship Recognition

Advanced Placement (AP) Examinations for 2013-2014 School Year

A Sample Grade Distribution Report for Junior Course Enrollment (2013-2014)

Explanation of Grades

A Exceeds course requirements
B Meets course requirements
C+ Takes course beyond course requirements, no credit awarded
C+ Takes course beyond course requirements, no credit awarded
C Meets course requirements
D Withholds from course with falling grades
F Does not meet requirements for course taken pass/fail
I Incomplete
P+ Exceeds course requirements, Pass with Distinction
P Meets course requirements
IMSA MATRICULATIONS - CLASS OF 2014 (198 GRADUATES)

UNIVERSITIES AND COLLEGES WITH THE LARGEST IMSA GRADUATE ENROLLMENT

Classes of 2012—2014

University of Illinois at Urbana-Champaign (152)
University of Illinois at Chicago (21)
Case Western Reserve University (19)
Vanderbilt University (15)
Illinois Institute of Technology (13)
Saint Louis University (12)
Northwestern University (11)
Northeastern University (11)
California Institute of Technology (11)
Washington University in St. Louis (11)
Carnegie Mellon University (10)
University of Michigan (8)
Loyola University Chicago (7)
Purdue University (7)
University of Pennsylvania (7)
Yale University (7)
University of Southern California (7)
University of Miami (7)
University of Missouri Columbia (7)
University of Chicago (6)
University of Wisconsin, Madison (6)
Drexel University (6)
Princeton University (6)
University of Pittsburgh (6)
University of Rochester (6)
Stanford University (6)
The Ohio State University (5)
Columbia University (5)
Cornell University (5)
New York University (5)
Rensselaer Polytechnic Institute (5)
Massachusetts Institute of Technology (5)
Duke University (5)
Georgia Institute of Technology (5)
Truman State University (5)

College Placement Profile by %

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Yr College</td>
<td>99</td>
<td>99.5</td>
<td>98.6</td>
</tr>
<tr>
<td>Private Schools</td>
<td>54</td>
<td>55.4</td>
<td>55.2</td>
</tr>
<tr>
<td>In-State</td>
<td>0.6</td>
<td>12.0</td>
<td>8.5</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>47.9</td>
<td>43.4</td>
<td>46.7</td>
</tr>
<tr>
<td>Public Schools</td>
<td>45.9</td>
<td>43.9</td>
<td>43.4</td>
</tr>
<tr>
<td>In-State</td>
<td>28.7</td>
<td>30.3</td>
<td>29.2</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>17</td>
<td>13.6</td>
<td>14.2</td>
</tr>
<tr>
<td>2 Yr College</td>
<td>20.5</td>
<td>0.0</td>
<td>0.5</td>
</tr>
<tr>
<td>Non-US colleges</td>
<td>20.5</td>
<td>0.5</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Student Population of Academy 2015—2017

Male = 51%      Female = 49%

Percentage of students identifying as:

- 41.2% Asian
- 35.3% White
- 8.8% Hispanic or Latino
- 5.2% Black
- 4.9% Two or More Races
- 0.2% American Indian or Alaska Native
- 4.5% Not Reported

© 2014 Illinois Mathematics and Science Academy