

FALL/WINTER 2012

IMSA 360

Inspiring the Next Generation

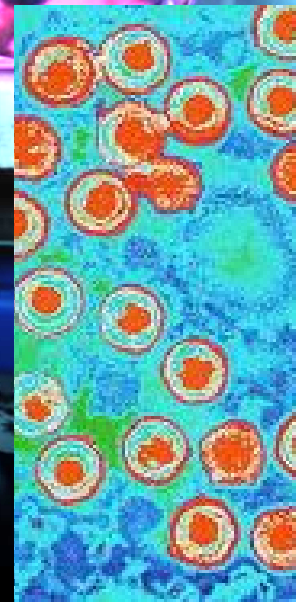
News for Alumni and Friends of the
Illinois Mathematics and Science Academy®
2012 IMSA Fund Annual Report



Student Inquiry and Research:
Inspiring the Next Generation
of Scientists and Leaders

Professional Field Services
Delivers for Illinois Students
and Educators

The Educational Trip—
Possibly of a Lifetime



What could possibly be next for **IMSA**?



Dr. Glenn W. "Max" McGee
IMSA President

Last year we celebrated IMSA's 25th anniversary. With the commencement of our 212 Seniors, we closed this incredible chapter of IMSA's history knowing that these young men and women have joined a long line of IMSA alumni whose life work has made an important, positive impact. While the past 25 years have seen IMSA graduates become great leaders in new fields and new careers, they have also seen even more IMSA alumni making less famous but equally as important contributions.

In addition to our Seniors, we also "graduated" more than 3,547 students and 727 teachers whom we served last year in our Field Service locations and in on-campus programs. Most of these students and teachers would have few, if any, other options for having access to these helpful opportunities if it were not for IMSA. I have no doubt that many of them will also be difference makers.

Now, as we begin our next quarter century, I am often asked, "What could possibly be next for IMSA?" We have never been about "more of the same." We have never been about "just add a few more lines to the 'to do' list." We have never been about "wait until we get asked to do more." We innovate. We lead. We inspire.

And we have some ideas...

While you will read interesting stories in this Annual Report that will hopefully make you remember, make you smile, and make you proud - think about the fact that IMSA has mainly impacted a few hundred students at a time and a few thousand students over time. Now is the time to turn the hundreds into thousands and thousands into tens of thousands – and more.

By producing and disseminating scholarship in the form of papers, presentations and new media, we will take results from our "teaching and learning laboratory" across Illinois and beyond. Through our online teaching and learning initiative and pilots, we are developing modules for IMSA students seeking to master concepts during the summer, for IMSA teachers who desire to "flip" their classrooms and for students and teachers across Illinois and throughout the U.S. who are desperate for rigorous, inquiry-based, problem-centered learning. And, by increasing personalized learning opportunities for students on campus in a myriad of ways we will enable our students to further explore profound questions, deep passions and innovative opportunities.

A generous grant from the IMSA Fund, our affiliated fundraising organization, is already helping us begin these new initiatives. New math and science programs for students and teachers on-campus and off-campus are being created. Soon they will be broadcast far and wide to thousands of students and teachers – perhaps tens of thousands, hundreds of thousands and more...

At IMSA, "advancing the human condition" is not just about intention, it is about action. Stay tuned... **360**

IMSA **360**

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The mission of IMSA, the world's leading teaching and learning laboratory for imagination and inquiry, is to ignite and nurture creative, ethical, scientific minds that advance the human condition, through a system distinguished by profound questions, collaborative relationships, personalized experiential learning, global networking, generative use of technology and pioneering outreach.

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Send comments, questions or story ideas to:
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STUDENT INQUIRY & RESEARCH

Inspiring the Next Generation of Scientists and Leaders

“ I began a PhD program in Biological and Biomedical Sciences at Harvard this July. I just finished my first rotation...I have a Western [blot] to develop tomorrow, and I still feel indebted for Dr. Dosch's patience and assistance with my very first Westerns [in the SIR program]. Thanks a lot for easing me through my first research experience and teaching me to enjoy it. ”

– John Froberg, Class of 2007

The Student Inquiry and Research (SIR) program at IMSA provides a framework for students to conduct original investigations on compelling questions of interest, collaborate with other students and professionals, and to share their investigation results through presentation and publication.

SIR has come a long way since its establishment in 1986 when it was simply called “Mentorship.” The first presentation day was held in 1989, and featured 10 presentations. Today, the program approaches an enrollment of 300 students a year. In fact, the Class of 2012 boasted the highest participation rate ever at an astounding 92.5%.

The SIR program at IMSA is unique from other high school research programs in two ways. First, IMSA has I-days, or Inquiry Wednesdays, when no traditional classes are held. Students may stay on-campus, working with IMSA's own talented staff members on investigations, or be transported to local and Chicagoland businesses and research institutions. IMSA students partner with researchers and scholars at prestigious locations such as Argonne National Laboratory, Fermi National Accelerator Laboratory, Northwestern University, the University of Chicago, the University of Illinois at Chicago and more.

Second, IMSA encourages and supports SIR investigations in all areas and disciplines, not just STEM (Science, Technology, Engineering and Mathematics) investigations. These investigations can range from work on advances to cure dreaded human ailments, and the exploration of our galaxy, to entertaining with creative and artful works. This enables the student to explore any area of scholarly investigation, including history, literature, fine and performing arts, psychology, education, economics, and more. The student proposes an idea for research and IMSA supports that student in personalizing and owning their own learning. The work is important to the students because they strive to solve a problem or need that they may have encountered or which they have identified as having potential for “advancing the human condition.”

IMSAloquium, a one-day event held every spring at IMSA, provides the culminating focal point for students, advisors, parents, and the IMSA community. During IMSAloquium all SIR students share their research by completing both an oral and poster presentation of their investigation. IMSA also showcases its unique approach to teaching and learning to the educational community and prospective students by invitation to this special occasion.

The rigorous nature of the SIR program includes writing a research paper. This gives some students the opportunity to publish, present at national meetings, and enter competitions. Approximately five percent of SIR students will garner external recognition for their work.

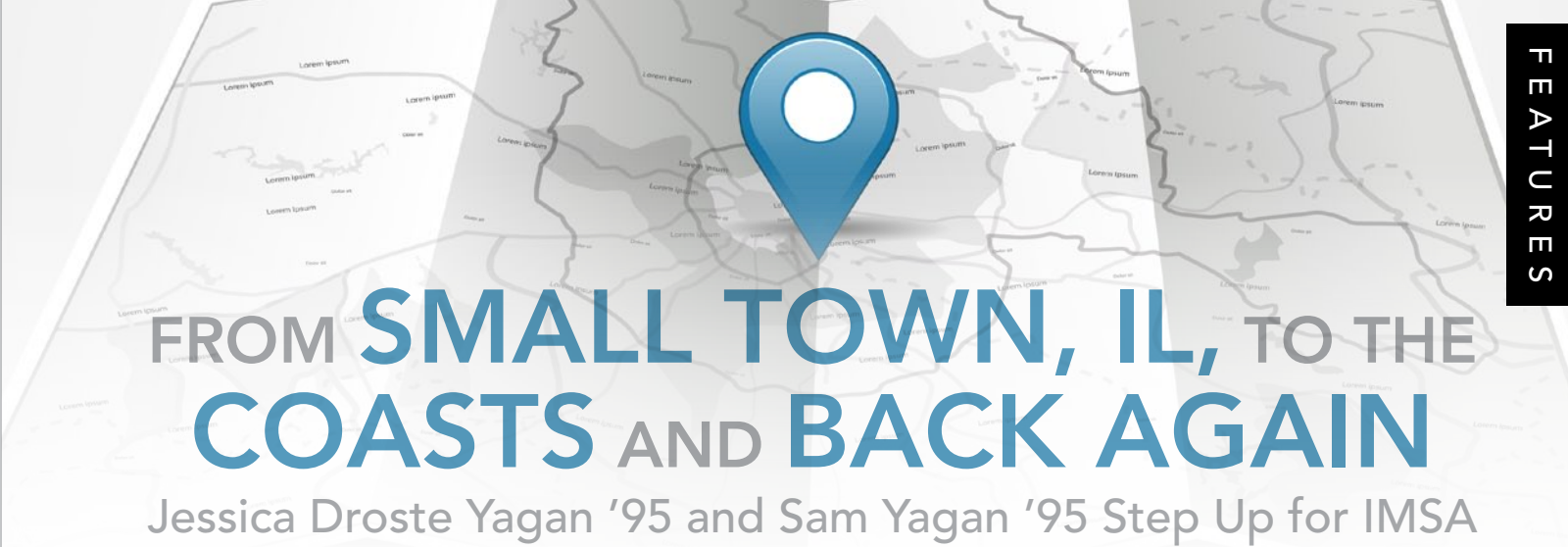
IMSA senior Taylor Imburgia presented her work “Examining the Levels of Over Excitabilities of IMSA Sophomores” at the 10th Annual Dabrowski Conference. Laura Napierkowski, Class of 2012, presented “R&D for the Tracking Detector for the Muon g-2 Experiment at Fermi National Accelerator Laboratory” at the American Physical Society Meeting.

Some IMSA students choose to participate in research competitions and do extremely well. IMSA is the only Illinois school that consistently has multiple semi-finalist winners each year in high stakes competitions such as the Intel Science Talent Search and the Siemens Competition in Math, Science, and Technology. Adam Kalinich, Class of 2012, was one of 40 national finalists for the Intel Science Talent Search with his submission in mathematics which addressed the complexity of determining the winner of poset games like Nim or Chomp. Adam, as sole author, published “Flipping the Winner of a Poset Game” in *Information Processing Letters* (Vol. 86, pp 86-89).

The above examples, and the fact that students are co-authors on peer-reviewed publications, speak to the quality of work conducted in the SIR program. Sarah Salameh and Urmi Sheth (Class of 2012), with their advisor, Dr. Deepak Shukla of the University of Illinois at Chicago, published “Early Events in Herpes Simplex Virus Lifecycle with Implications for an Infection of Lifetime” in the *Open Virology Journal* (Vol. 6, pp 1-6). Xiangyun Duan, Class of 2012, is a coauthor with his advisors from Northwestern on “Runx2 Contributes to Murine Col10a1 Gene Regulation Through Direct Interaction with its Cis-Enhancer” in the *Journal of Bone and Mineral Research* (Vol. 26, pp 2899-2910).

The benefits from the SIR experience include gains in self-confidence, intellectual habits, critical thinking, problem-solving, and learning how to work independently. As Class of 2009 graduate Caitlin Bunt states, “I have found the knowledge that I gained at IMSA through the Student Inquiry and Research program to be invaluable in my post-high school studies and beyond, into the workplace.” **360**

IMSA student Laura Napierkowski, who worked with Fermilab's Brendan Casey and Mandy Rominsky, assembles straw detectors for the Muon g-2 project. Napierkowski eventually went on to present her work at the annual conference of the American Physical Society. Photo: Mandy Rominsky



FROM SMALL TOWN, IL, TO THE COASTS AND BACK AGAIN

Jessica Droste Yagan '95 and Sam Yagan '95 Step Up for IMSA

“ Their gifts of ‘time, talent and treasure’ mitigate challenges in these economic times and position IMSA for a vibrant long-term future.”

– IMSA President Dr. Glenn W. “Max” McGee on the Yagans' generosity to IMSA



Twenty years ago, two talented teens, one from the village of Bourbonnais, IL, 60 miles south of the Chicago Loop, and one from Dow, an unincorporated community downstate, came to IMSA.

FAST FORWARD.

After time on the East and West Coasts, Jessica and Sam moved to Chicago in 2007. Married in 2003, and now the proud parents of Maggie, 4, and Jack, 2, they both are successful executives, making their mark and paying it forward.

MAKING THEIR MARK

As director of sustainable supply for McDonald's USA, Jessica leads company efforts to partner with its suppliers to raise the bar of ethical and environmental sustainability across the entire food industry. Jessica says these efforts are the right thing to do but also good for business - supporting long-term supply, efficiency and brand trust.

A serial “entrepreneur,” Sam has successfully launched, grown and sold companies in the consumer Internet sector. He is co-founder and CEO of OkCupid and recently took on a new role at Match.com, as CEO of the entire global personals business at IAC/Match, overseeing over 30 brands in the US as well as the leading dating business in Europe (Meetic) and presences in Latin America and Asia. A driving force in the growing Chicagoland innovation and entrepreneurial

ecosystem, Sam's leadership of Excelerate Labs enables promising digital entrepreneurs to get their start.

PAYING IT FORWARD

Jessica and Sam credit IMSA as key to their development as learners and leaders. In appreciation, in 2011-12 they made a substantial donation to the IMSA Fund for Advancement of Education to support three areas:

IMSA/IMSA Fund greatest need. Unrestricted funds support needs which vary year to year depending on program plans and the availability (or not) of other funding sources. Jessica says, “Not-for-profits need unrestricted gifts that allow them the flexibility to fill needs that maintain everyday excellence in addition to support that would fund special projects.”

IMSA TALENT Endowed Fund. Total Applied Learning for Entrepreneurs provides learning experiences to stimulate and encourage STEM entrepreneurial projects by IMSA students and other TALENTed Illinois students. Sam says, “I am thrilled that IMSA TALENT staff and students have literally moved into 1871, Chicago's digital start up hub – very cool.” www.1871.com

Eric McLaren Endowed Fund for Integrative Learning and Ethical Leadership. This will support needs such as student inquiry, research and service learning projects, student leadership development, training and interdisciplinary curriculum. In tribute to Eric and Kim (Vitek) McLaren, Jessica and Sam wrote: “We are so fortunate to have benefited from ‘the IMSA way,’ so thankful you have been there to help make it what it is, and so honored to play a small part in recognizing your leadership and inspiration.”

As the endowed funds grow through gifts from other donors, the amount of annual support they provide will grow, creating a permanent source of funding for future needs.

As volunteers and donors, Jessica and Sam encourage other alumni to actively support IMSA by making the IMSA Fund a philanthropic priority. Sam adds, “I look forward to being an IMSA Great Minds Program speaker on February 25, 2013, at 1871 and hope to see my fellow alumni there!”

On the Yagans' generosity, IMSA President Dr. Glenn W. “Max” McGee said, “Jessica and Sam have stepped up for IMSA and Illinois in significant ways, helping us continue to make the case for support with legislators and other donor prospects. Their gifts of ‘time, talent and treasure’ mitigate challenges in these economic times and position IMSA for a vibrant long-term future.” **360**

IMSA PROFESSIONAL FIELD SERVICES DELIVERS FOR ILLINOIS STUDENTS AND EDUCATORS

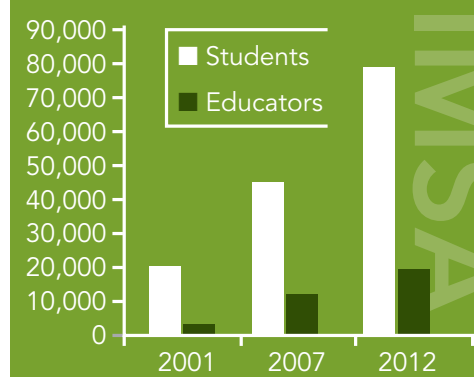
Reaching over 79,566 students and 19,874 teachers since its beginning in 1997, Professional Field Services (PFS) has changed the landscape of STEM (Science, Technology, Engineering and Mathematics) learning across Illinois and beyond. PFS delivers research-based, practice proven programs transforming mathematics and science education. Teachers and students can engage in multiple programs from IMSA FUSION and Statewide Educator Initiatives (SEI) to Problem-Based Learning (PBL) and Statewide Student Initiatives.

IMSA FUSION was recently recognized nationally as a leading, effective STEM program by the Change the Equation STEM Works initiative (<http://changetheequation.org/>).

FUSION provides professional development for teachers with an after-school, hands-on math and science program for talented and motivated students in grades 4-8. Recently, FUSION has been piloting an embedded version, which moves the FUSION program model into the school day. This change offers many benefits to the schools including reducing costs and improving student and teacher retention.



Illinois State Representative Thaddeus Jones and Kidsplorations in Energy participants.



Professional Field Services cumulative numbers served

“I remember being much more engaged than in the regular classroom, and looking forward to when school was over so I could go to the FUSION program. The application, problem-based learning, was what I liked most about the program.”

— Al-Jalil Gault, IMSA FUSION alumnus and current IMSA student

Professional development is critical to a teacher's growth and IMSA's Statewide Educator Initiatives (SEI) offers a wide variety of professional learning opportunities. These opportunities, such as IMSA's Professional Development Day, have attracted over 240 participants annually from around the state.

IMSA's Problem Based Learning Network (PBLN) customizes professional development for K-12 teachers in PBL, which engages students in a deep understanding of STEM concepts through their direct involvement in solving relevant, real-world problems. Over the years, PBLN has served over 5,000 teachers in 32 states and 10 countries through institutes, presentations, classroom mentoring, and an online network of PBL practitioners.

Additionally, PFS is working to support the next generation of STEM teachers in programs such as the Golden Apple (GA) Scholars Program. The GA Scholars, learn about as well as practice IMSA's teaching approach then apply what they have learned in a variety of student programs.

Through Statewide Student Initiatives (SSI), PFS also provides academic enrichment for

“There are lots of hands-on activities. It makes students actually do it, not just learn it.”

“I want to be part of Science Explorers because I can learn and have fun at the same time.”

students. Since 1997, SSI has provided hands-on, integrative learning explorations in STEM in and out of school. These experiences come in the form of science assemblies, Saturday and summer programs as well as community festivals. Focusing on the field office regions of Chicago, Rock Island and Metro East, IMSA has significant plans to grow SSI programs as well as programs for teachers.

Strategic partnerships are the cornerstone to PFS's ability to increase capacity and make an impact. In 2011-2012, PBLN teamed up with DCEO, ISBE and IDOT to coordinate the Illinois Innovation Talent program, which brought powerful learning experiences to 110 teachers, 33 industry partners and more than 950 high school and middle school students.

In IMSA field office regions, partnerships are also essential in creating capacity to effect change. For example, in the Rock Island Region, IMSA teamed up with Rock Island school district #41 to deliver Community STEM Festivals with support from the Rock Island Community Foundation.

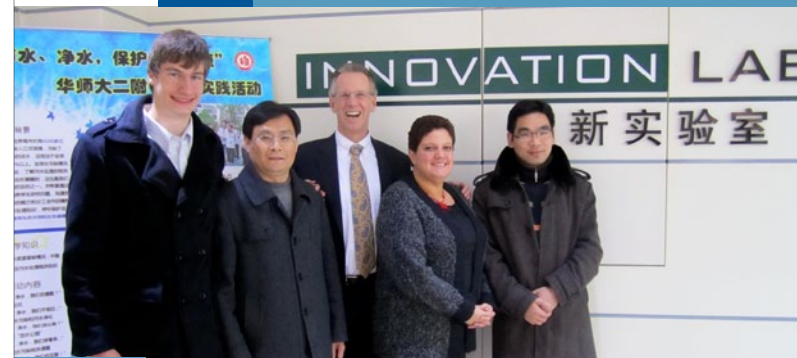
In the Metro East region, IMSA has a partnership with the STEM committee at Scott Air Force Base, which supported a summer program in the region as well as select local FUSION programs.

In Chicago, a partnership with the After School Matters Program enables the delivery of an out of school STEM leadership program for local high school students.

All of these partnerships as well as many others allow IMSA the ability to grow and reach more students and teachers in deeper and more meaningful ways. PFS is moving toward fulfilling its charge to be a catalyst for the advancement of STEM teaching statewide.

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THE EDUCATIONAL TRIP —POSSIBLY OF A LIFETIME



MSA has built a thriving reciprocal relationship with The High School Affiliated to Renmin University of China (RDFZ). This vital connection has opened pioneering opportunities for students and faculty from both institutions ranging from collaborating on Student Inquiry and Research (SIR) projects to exchanging innovative teaching practices.

During Intersession, IMSA President Dr. Glenn W. “Max” McGee and faculty members Dr. Rios, Ms. Cheng and Ms. Atienaz Gabas took 28 students to RDFZ for an immersive experience in Chinese education, science, language and culture. The students visited Beijing, Shanghai and historic Hangzhou, “the City of Heaven” and had opportunities to climb The Great Wall, haggle in the open markets, explore a host of historical sites and experience the booming technological and financial side of Shanghai.

Perhaps the most remarkable experience, however, was the eye-opening, excellent adventure into deepening the relationship with RDFZ and Chinese universities to learning how education is being transformed in China. IMSA's SIR students met their student and faculty research colleagues to discuss their wastewater purification project. They discussed their collaborative efforts to identify both chemical and biological means for efficiently and effectively purifying contaminated water.

In addition, IMSA students and their RDFZ research partners visited the laboratories at Beijing Normal University, where their water samples were analyzed and where leading scientists are exploring this problem. Thanks to the support of INTEL China, IMSA students visited Peking University where they had a private audience and lengthy interview with Dr. HU Min, who managed the air quality improvement project during the 2008 Olympics in Beijing and received China's national award as the top young woman scientist in the country.

“Our students are learning that global problems require global solutions,” said Dr. McGee. “As our students become the next generation of America's innovative scientists they will find themselves collaborating with scientists from around the world. These pioneering projects for high school students to collaborate on authentic, important research are exceptional preparation for their future ... and for our future.”

IMSA students also attended classes at RDFZ where they discovered that Chinese education is changing and that American education

needs to keep pace. “We were surprised to see so many teachers using collaborative lessons and small group activities,” noted one student.

Also, it was clear to faculty and students that the Chinese Ministry of Education is committing significant resources into innovative materials and methods targeted to the country's most talented students. For example, the visit to the #2 High School Affiliated with East Normal University in Shanghai was exceptionally eye-opening. The highlight of the visit was the 60,000 square foot innovation lab (pictured) with cutting edge technological equipment including an electron microscope, DNA sequencer, flow cytometers and advanced computing facilities.

“Chinese education is not just all recitation and memorization anymore. Our Chinese sister schools are striving to provide an IMSA type education and the government is providing significant resources to this end,” Dr. McGee added.

Chinese faculties know that each time they visit IMSA and every time we visit them, they are learning how to unleash the more creative side of their students. Their goal is to have an education system that not only benefits and rigorously trains students talented in STEM, but they are hanging their nation's future growth and success on offering a more open system that allows students to also inquire, use their imaginations, and discover their unique gifts—igniting their scientific minds!

Likewise, when we visit them, we learn ways in which we can foster collaboration and research addressing significant scientific challenges and improving the quality of professional development for our staff. It has also motivated us to find ways to free up time for faculty to study, learn, prepare and even research together as they do at RDFZ.

We also have been inspired to advance programs and services for Illinois teachers to support education of the gifted and talented students who do not attend IMSA and to advocate nationally for talent development. What should our nation's goals be for the education of all talented students? What resources do we need? Will you participate in the discussion and make a difference? 360



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Building on the success of programs established in previous years, the IMSA Alumni Association (IAA) is planning to expand alumni connections within our alumni community, students and IMSA. Opportunities for students to interact with alumni is a key area of our efforts, as this provides immediate benefits to students and paves the way for them to stay connected post-IMSA. Last year, the IAA co-hosted IMSA's first Career Fair, an extension of our popular College, Career & Choices (CCC) forums for students. The fair was an enormous success and planning is underway for the next fair, scheduled for January 2013. The well-received Alumni Big Siblings program is being expanded to more students to allow for more interaction with alumni throughout their three years at IMSA. We are also launching a new service initiative this year, beginning with the SkyRise Chicago in November to benefit the Rehabilitation Institute of Chicago (RIC). Elissa Larkin '99 is helping lead this effort and a team of IMSA students and alumni will volunteer or climb the stairs of the Willis Tower in honor of the McLaren family.

To learn more about IAA activities or to get involved, please visit the IAA website at <http://www.imsaalumni.org>.

Melvin Bacani '90

IMSA Alumni Association President
president@imsaalumni.org

(Continued from previous page)

Marilyn Blasingame '08 is participating in Masters International, pursuing an MPH at the University of Pittsburgh, concentrating in infectious disease and microbiology. In 2013, she will start her 27-month service with the Peace Corps.

Lacey Thomas '08 held a six-month internship at Campbell Soup Company and developed three new Prego Italian Sauces.

Jasmine Kwasa '09 is serving as the Pre-College Initiative chair of Washington University's National Society of Black Engineers chapter, helping to coordinate tutoring, visits and science demonstrations for local students. A senior at Washington University in St. Louis, she is also the founder and president of the student chapter of Orchestrating Diversity, a music training program for at-risk inner-city students.

Tabbey Walquist '09 took 2nd place in the Russian, Central and East European Undergraduate Paper Competition hosted by Macalester College and 3rd place in Russkiy Mir DC's "Vysotsky in Translation" competition.

Kevin Wang '12 was featured in a *Network World* article titled "Teen's website uses plain English to explain complex software licenses."

What's New in Your Life?

Submit your class note online at <https://www3.imsa.edu/news/community-notes>

The IMSA community mourns the loss of two beloved alumni.

In Memoriam

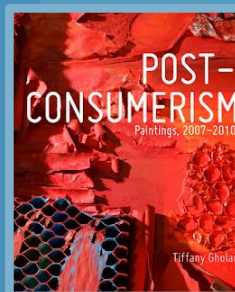
George Nedic '97
8/31/1978 – 7/13/2012

Andrew J. Gast '01
1/9/1983 – 10/12/2012

ALUMNI notes

Kevin '95 and Julia '96 Colby welcomed son Quinlan on June 10, 2012. He joins big brother Levi, 3.

Tiffany Gholar '97 recently published her first art book, *Post-Consumerism: Paintings, 2007 - 2010*.

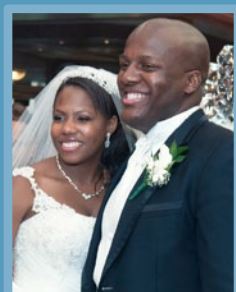


Kenyatta Ruffin '99 was recently deployed for six months to Afghanistan flying the MC-12, an intelligence platform. Keny writes "I only ask that anytime you think of us, that you also think of our several other brave men and women who are deployed and are in much more dangerous and trying situations than me."

Kelly McArdle Sulo '01 works part-time as a Neonatal Intensive Care Unit nurse, teaches a class for expectant parents of multiples, and is pursuing a Master's in Nursing Education at Lewis University. Kelly and her husband have five children: five-year old twins, Fiona & Chiara, and two-year old triplets, Liliana, Luca and Liam.

Mykal Dortch '02 and Kathleen (Moise) Dortch were married on August 5, 2012. Alumni in the wedding party included best man Alan Ware '02

and groomsman Micah Dortch '01. IMSA alumni in attendance included Dave Sahota '99, Maliha Mustafa '00, Ravi Sahota '00,



Esmeralda Galvez '02, Sandra Garcia '02, Michelle Meneses '02, Yesenia Sanchez '02, Dhaval Garg '03, James Holmes '03 and Patricia (Fonseca) DeOliveira '03.

Dan Kador '02, Ryan Spraetz '02, and Kyle Wild '02 co-founded Keen (keen.io), a data start-up that makes APIs for collecting, analyzing and visualizing interaction data from mobile apps.

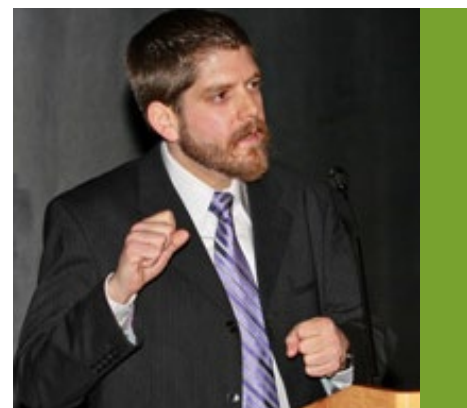
Amanda Murphyao '03 spent her summer in Alaska as part of the inaugural class of the Sitka Fellows Program which "seeks to support emerging talent, and to provide a space and setting in which their ideas can finally be realized." (<http://sitkafellows.org/>).

Alice Zhao '04 was one of only three recipients selected by the Alumnae of Northwestern University to receive a 2012 Graduate Fellowship.

(Continued on next page)

ALUMNI in action

The Honorable Kristine Gerhard Baker '89 received commission as U.S. District Court Judge, Eastern District of Arkansas. Kris was nominated by President Obama to fill a vacant seat in November 2011 and was confirmed by the Senate in May 2012.



Dr. B. Scott Gaudi '91 received the Presidential Early Career Award for Scientists and Engineers (PECASE), the highest honor given by the U.S. Government for science and engineering professionals in their early research careers.

Dwan Prude '97 delivered a passionate and inspirational keynote address during the IMSA 2012 Convocation ceremony. Dwan works at the Boeing Company in St. Louis as a Procurement Financial Analyst for the F-18 Platform, and is an extremely active

member of the East St. Louis, IL community. Science Faculty Member Jeong Choe-Hwang and **Joshua Cote '08** performed a stunning musical piece during the ceremony. Josh currently studies under Andrew Bain of the Los Angeles Philharmonic at The Colburn School.

Dr. Kathleen Plinske '97 was named the 2012 "Outstanding Female of the Year" in the *Orlando Business Journal's* 40 Under 40 competition. In addition, she is the 2012 recipient of Indiana University's Outstanding Young Alumni Award. "I am confident neither award would have been possible without my solid foundation at IMSA!" states Kathleen, who is currently the president of Valencia College's Osceola and Lake Nona campuses.



IMSA³⁶⁰ 2012 IMSA FUND⁺ ANNUAL REPORT

Letter from IMSA Fund Board President **John Hoesley '89**

Has IMSA changed?

Many of you are alumni, like I am, or parents of IMSA students. Others are good friends – individuals, businesses, and foundations. Your level of interest ranges from being merely curious to being forever grateful for IMSA. To be honest, my interest has run those same lengths since I graduated.

At first, while in college, I was merely curious about friends I had left behind at IMSA. As the years went by I became very interested to know what was changing at IMSA. Later still I found some time to volunteer - to help the place that gave me, arguably, the most important three years of my young life. I had changed.

Now, as volunteer President of the IMSA Fund (which raises donations for IMSA, its students and important outreach programs to students and teachers across the state), I am often asked “Has IMSA changed?” At its core, it has not. IMSA began with a few students, a small facility, a modest program, and a grand vision. When we students enrolled from across the whole state in the early years, we had a sense that we were going to a new world and the whole world seemed to be coming to IMSA.

Today IMSA's reach extends far beyond the boundaries of its Aurora campus. Our impact reaches across the state, the nation, and, increasingly, the whole world. Through many new programs, IMSA educates thousands of students and hundreds of teachers each year. Students at the main campus now have countless opportunities to interact with scientists, entrepreneurs, and leading thinkers all over the world. Moreover, an increasing number of students, many with assistance from the IMSA Fund, are studying overseas, an invaluable experience that we were not able to offer in IMSA's formative years. So while the actual size of IMSA's campus and student body are only slightly larger than in the early years, IMSA's influence on STEM education is orders of magnitude greater today.

We should be justifiably proud of all that has been accomplished. As we have achieved all this, however, another significant change has been taking place. As you look at the charts on the next page, you



will see that roughly \$5 million above and beyond what the state of Illinois provides was needed to help the students and teachers last year. While we cannot thank the state enough for the far-sighted commitment it has to IMSA, the state alone does not fully fund all of IMSA's efforts. Important programs such as outreach to disadvantaged schools, student travel scholarships and the like are now driven predominantly by private donations.

That has changed.

But that's okay. We should provide for ourselves in a meaningful way. We now have 25 years of successful alumni and grateful parents. I hope that we can all pitch in together to ensure that the students and parents of the next 25 years can enjoy experiences that go beyond anything that we can envision today. Thank you for your support.

What is the IMSA Fund?

The IMSA Fund for the Advancement of Education is a 501(c)3 not-for-profit organization that raises donations from alumni, parents, friends, faculty/staff, businesses and foundations and uses that money to support the programs and projects of IMSA.

How do your gifts make a difference?

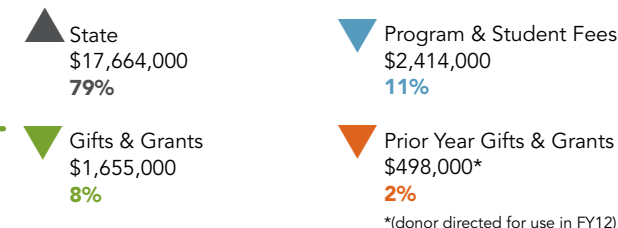
Many supporters of IMSA give to the Annual Fund. These unrestricted gifts allow the leadership of IMSA to use the funds for the areas of greatest need and highest priority. Last year these gifts funded scholarship awards for students and faculty to travel across the country and across the world competing in math contests, presenting research at conferences, and visiting other similar institutions in China. Gifts were also used to help student activities in the residence halls, fund graduation ceremonies, enable minority and rural students to learn about IMSA, provide scholarships to summer camps at IMSA, and obtain new dorm furniture, just to name a few things.

Other donors gave gifts to specific programs and projects, such as the Energy Center, or our FUSION program that provides math and science enrichment for students and teachers across the state, or the Robotics team, for example. All of these gifts are very much needed. Thank you for supporting the students, faculty, staff, and programs of IMSA! **360**

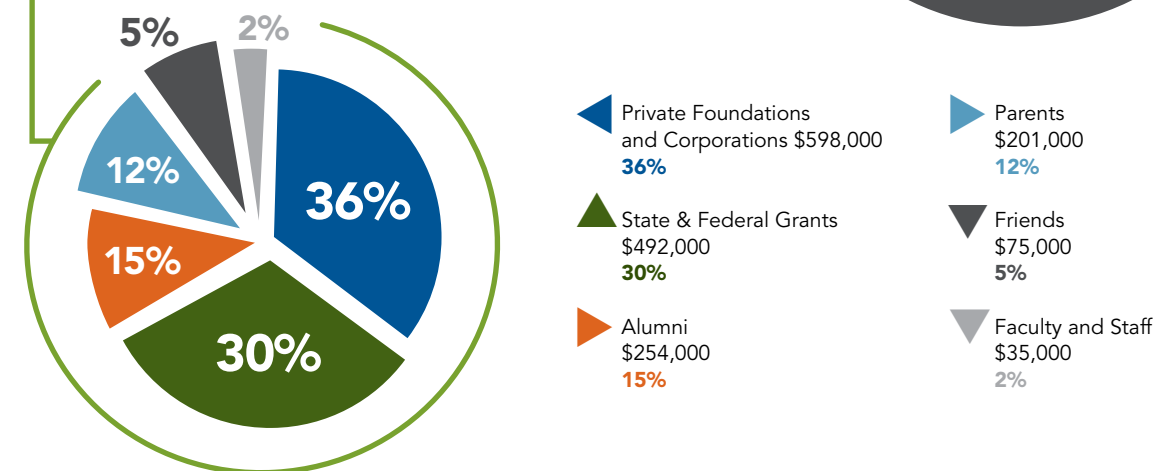
IMSA and IMSA Fund for Advancement of Education

Revenues and Expenses July 1, 2011 – June 30, 2012

Total Revenues \$22,231,000

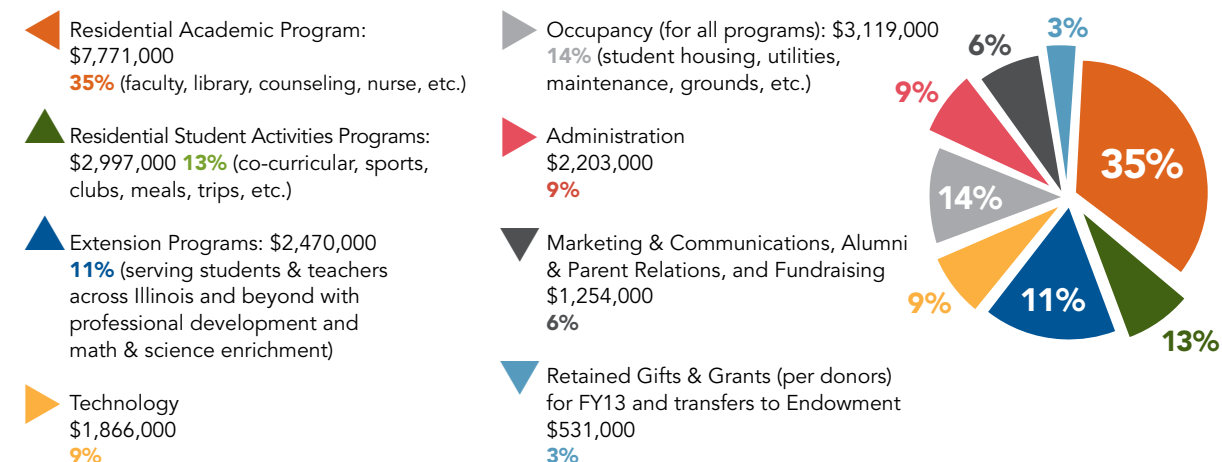


Current Year Gifts and Grants \$1,655,000



Audited Financials available upon request.

Total Expenses \$22,231,000



Endowment and reserve funds invested, held, and pledged for the IMSA Fund = \$4,377,000

THE KALEIDOSCOPE SOCIETY

The Kaleidoscope Society honors donors whose lifetime giving level has reached \$10,000 or more.

These donors are also prominently displayed on the donor wall inside IMSA's main entrance. We thank you for your consistent and significant support of IMSA and the students.

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The Muon Society honors donors who have notified us that they have created a gift to IMSA through their estate plans

(including bequests, trusts, or annuities of any size). The muon neutrino was discovered by IMSA co-founder Dr. Leon Lederman, for which he won a Nobel Prize. The muon is one of the longest lasting elements in the universe. Appropriately, gifts from Muon Society donors, often for endowment, are some of the longest lasting.

To learn more about making a planned gift to IMSA please contact Paul Milano (**630-907-5989**, pmilano@imsa.edu).

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Fiscal Year 2012 Giving Societies
July 1, 2011 - June 30, 2012

The Fiscal year 2012 Giving Societies recognize the generous support of our donors by giving levels. These contributions support programs and services for IMSA students, staff, as well as other students and educators in Illinois and beyond.

Legend:
 * Includes Matching Gift payments
 + includes payments on pledges made in a previous year



SUE EDDINS

Sue Eddins (third from left), Faculty Emerita at IMSA, pictured with fellow charter staff and alumni, continues to share her time, talent and treasure with IMSA.

When you love and believe in something, you are willing to spend both time and money to support it. For many years I made a modest one-time donation each year. About 12 years ago, I decided it would be easier to increase the amount a bit if I began monthly contributions. Although I have retired, I continue to believe in the difference that IMSA strives to make, so I continue to donate to the IMSA Fund."

Current and former faculty and staff members donated more than \$50,000 to the IMSA Fund in 2011-12.

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All those who touched Scott Zager's '06 life, and made his IMSA experience so amazing.
The Junior Class of 2013

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The Fernandez Family (l to r): Kristopher '12, Joy, Karissa '08 and Gerry (deceased).

I contribute to IMSA monthly in Gerry's memory, and as a thank-you to the teachers and staff for all their hard work and patience and because I know that there are children out there, like my kids, who need what only IMSA can give."

Gifts to the IMSA Fund can be dedicated in memory of or in honor of those who have touched our lives.

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“My education and overall experience at IMSA have helped me grow and develop into the person I am today,” states Lonzell Wilson '90.

He and wife Judy donate annually to the IMSA Fund so that other students can have those same opportunities. In 2011-12, alumni collectively contributed more than \$250,000 to the IMSA Fund.

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IMSA NAMES NATIONAL ACHIEVEMENT SEMIFINALISTS

Four IMSA seniors qualified as semifinalists in the 2013 National Achievement® Scholarship Program, an academic competition for African-American high school students. IMSA seniors Ayun Brown, Seneca Hutson, Adekore Taiwo and Matthew Williams are among more than 1,600 semifinalists now eligible to compete for about 800 achievement scholarships.

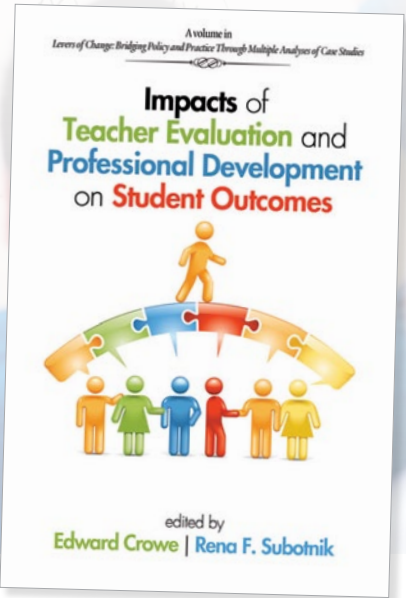
IMSA NAMES NATIONAL MERIT SEMIFINALISTS

IMSA recognized its 55 semifinalists in the 2013 National Merit® Scholarship Program. The semifinalists represent 40 communities throughout Illinois. Nearly 1.5 million seniors in approximately 22,000 U.S. high schools entered the year 2013 competition by taking the qualifying exam in 2011 (their junior year). National semifinalists include less than one percent of each state’s seniors.

IMSA System for Professional Development

IMSA President Dr. Glenn W. “Max” McGee and Christopher Kolar, Director of the IMSA Office of Institutional Research, authored two chapters in the recently-released book *Impacts of Teacher Evaluation and Professional Development on Student Outcomes*.

Order your copy of the book featuring IMSA’s CADRE system by scanning here! ►



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)



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SAVE THE DATE

for the Following
IMSA Events!

- **Intersession**

January 7-11, 2013

- **IMSAloquium**

May 2, 2013

- **Alumni Weekend**

July 19-20, 2013

Includes reunions for the Classes of 1993, 1998, 2003, and 2008. To join a reunion planning committee, contact myimsa@imsa.edu. For information on IAA events, visit www.imsaalumni.org.

IMSA 360 goes green

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