

**I L L I N O I S
M A T H E M A T I C S
A N D S C I E N C E
A C A D E M Y**



A Pioneering Educational Community

PROFILE

ACADEMIC PROGRAM

Standards of Significant Learning

Standards of Significant Learning (SSLs) represent the habits of mind which contribute to integrative ways of knowing. We expect these ways of knowing to broaden and deepen over time. The SSLs are interconnected and synergetic in practice and instruction.

IMSA faculty and other educators with whom we work use these SSLs to design a wide range of learning experiences:

Developing the Tools of Thought

- Develop automaticity in skills, concepts, and processes that support and enable complex thought.
- Construct questions which further understanding, forge connections, and deepen meaning.
- Precisely observe phenomena and accurately record findings.
- Evaluate the soundness and relevance of information and reasoning.

Thinking about Thinking

- Identify unexamined cultural, historical, and personal assumptions and misconceptions that impede and skew inquiry.
- Find and analyze ambiguities inherent within any set of textual, social, physical, or theoretical circumstances.

Extending and Integrating Thought

- Use appropriate technologies as extensions of the mind.
- Recognize, pursue, and explain substantive connections within and among areas of knowledge.
- Recreate the “beautiful conceptions” that give coherence to structures of thought.

Expressing and Evaluating Constructs

- Construct and support judgements based on evidence.
- Write and speak with power, economy, and elegance.
- Identify and characterize the composing elements of dynamic and organic wholes, structures, and systems.
- Develop an aesthetic awareness and capability.

Thinking and Acting with Others

- Identify, understand and accept the rights and responsibilities of belonging to a diverse Community.
- Make reasoned decisions which reflect ethical standards, and act in accordance with those decisions.
- Establish and commit to a personal wellness lifestyle in the development of the whole self.

“IMSA is asking (its) faculty to make two further changes:

- 1) To stretch beyond one discipline to cover many disciplines;*
- 2) To stretch beyond the technical expert and become, and exemplify, the thoughtful creative problem-finder. These are very demanding stretches...[Y]ou are on the right track, and I think that you have an excellent chance of making it - which will place the rest of us greatly in your debt.”*

Dr. Howard Gardner, Harvard University

Curriculum

The Academy's academic program offers rigorous courses in mathematics, science, the arts and the humanities. IMSA's Integrative Learning System provides the framework for curriculum development, and courses are designed to foster student capacity for integrative thinking. Courses emphasize essential concepts over text-based content - the focus being the quality of understanding rather than the quantity of information. As apprentice investigators, students engage in individual and group research in all areas. To help promote collaborative exploration and discovery, neither grade point averages nor class rankings are used.

As a result of IMSA's quest to understand the possibilities of a more integrative curriculum, we recognize that a holistic and interconnected view of learning has relevance to applications within and across traditional disciplinary boundaries. Our mission is to transform mathematics and science teaching and learning. We strive to accomplish this by developing leaders who understand that knowledge is not compartmentalized by disciplines or void of real-world applications. The leaders we seek to develop will lead through their manner of thinking, working, and relating to others in the world around them.

“Real changes in education come from need and leadership. America has lots of the former and little of the latter...Occasionally, there is an opportunity to build an exemplar, one that is so powerful that it shows clearly what can be done by showing what is being done. IMSA is becoming that exemplar. When it is fully realized, it will be a blueprint for how to reconstruct education...”

North Central Accreditation Report, conclusion



- IMSA adheres to the standards set forth in the *Statement of Principles of Good Practice* of the National Association for College Admission Counseling.
- IMSA is accredited by the North Central Association of Colleges and Schools
- **ACT/CEEB Code Number: 140177**

Illinois Mathematics and Science Academy
1500 West Sullivan Road
Aurora, Illinois 60506-1000

IMSA, a **three-year public residential educational program** for students (grades 10-12) talented in mathematics and science is a founding member of the National Consortium for Specialized Schools of Science, Mathematics and Technology. As an **educational laboratory**, IMSA designs and tests innovative programs and methods to share with other teachers and schools in Illinois and beyond.

IMSA transforms mathematics and science education through an integrative approach to teaching and learning. Advanced courses in mathematics, science, the arts and humanities emphasize connections within and across the disciplines. Students learn to integrate content and skills, demonstrating broad knowledge of important concepts. As apprentice investigators, students engage in individual and group research in all curricular areas. The Academy offered three program pathways for the class of 2001: the **Core Program, Integrative Learning Experience (ILE), and Perspectives**. Each pathway was designed to provide the same essential content and rigor but varied the instructional approach. The Core Program offered stand-alone courses in mathematics, biology, chemistry, physics, English, and Social Science. The Perspectives pathway also offered stand-alone courses but was supplemented by an integrative seminar which met once a week. The ILE pathway included an integrative three semester course encompassing biology, chemistry, physics and earth and space science.

IMSA uses a modified block schedule, containing twenty 20-minute modules per day. Classes extend from two to five modules and meet two to four times each week. One day each week, students participate in independent and group research projects, special seminars and symposia, academic field trips, research mentorships and inquiry. Student Inquiry and Research at IMSA challenges students to engage in scholarly and scientific investigation, as well as artistic expression. In order to meet learning standards, generate knowledge, make connections, and develop a richer understanding of self, the world and their place in the world, students investigate questions and plan disciplined creative work. This extends their use of knowledge, reason and imagination. This process culminates in the exhibition of products of ethical research and study.

Like IMSA's academic program, the residential life program supports the mission of the Academy and has specific student learning outcomes. The residential life curriculum includes concepts such as community, communication, self awareness, personal accountability, wellness, relationships, and diversity. A comprehensive Navigation program connects activities and services in a more holistic, integrated manner. The program helps each student navigate her or his way through the IMSA living and learning experience for all three years.

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IMSA Course Offerings

Visit www.imsa.edu/team/cac for course descriptions and other information.

Mathematics

+Core Courses:

Geometry I, II
Mathematical Investigations I, II, III, IV
AB Calculus I, II

- or -

BC Calculus I, II, III

+proficiency testing is required for appropriate placement

Math Electives:

Advanced Geometry
Advanced Problem Solving
Advanced Topics in Mathematics
Introduction to Algebraic Structures I, II
AP Computer Science
Assembly Language Programming
Computer Seminar
Data Analysis
Differential Equations
Discrete Mathematics
Exploring Math Topics Using Mathematica™
Introduction to C++
Multivariable Calculus
Number Theory
Problem Solving
Independent Study
Senior Research Project

Science*

Core Courses:

Class of 2001:
Integrated Science I, II +

- or -

Sophomore Chemistry
Sophomore Physics
University Biology

Class of 2002:

Sophomore Science

Class of 2003:

Scientific Inquiry

Biology Electives:

Biotechnology
Ecology
General Microbiology
Genetics
Human Anatomy and Physiology
Pathogenic Microbiology
Patterns of Biological Diversity
Plants and People

Chemistry Electives:

Advanced Chemistry
Biochemistry
Facets of Thermodynamics
Methods in Chemical Research
Organic Chemistry I, II
Survey of Organic Chemistry

Physics Electives:

Advanced Physics
Astrophysics
Calculus-based Physics/Mechanics
Calculus-based Physics/Electricity & Magnetism
Electronics
Geophysics
Observational Astronomy
Topics in Modern Physics

Other Courses:

Independent Study
Science, Society and the Future
(0.5 credit in Science,
0.5 credit in Social Science)
Junior Project in Science
Senior Research Project

Wellness Education

(pass/fail only)

Sophomore Wellness
Wellness Electives
Independent Wellness
Independent Study
Senior Research Project

Social Science

Core Courses:

American Studies
Topics in World Studies

Senior Social Science Electives:

European History
International Relations
Macroeconomics
Microeconomics
Politics and Society
Psychology
Science, Revolution, Ideology and the Arts
(Social Science I, II)
(0.5 credit in Social Science,
0.5 credit in Science)
Topics in Psychology
Topics in Recent U.S. History

All are honors courses.

Utopia/Anti-Utopia (year long)
(1.0 credit in Social Science,
1.0 credit in English)
Independent Study
Senior Research Project

English

Core Courses:

Sophomore English
Junior English

Senior English Electives:

Topics in American Literature:
Modern Poetry (year long)
Modern Irish Literature
Modern World Fiction
Portraits of Creativity
Russian Consciousness in Literature
Science, Revolution, Ideology and the Arts
(English I, II)
Short Story: Theory and Practice
The Idea of the Individual
Utopia/Anti-Utopia (year long)
(1.0 credit in English,
1.0 credit in Social Science)
Independent Study
Senior Research Project

Foreign Language

French I, II, III, IV, V
German I, II, III, IV, V
Japanese I, II, III
Russian I, II, III
Spanish I, II, III, IV, V
Independent Study
Senior Research Project

Fine Arts

Art Design I
AP Music Theory
Ceramics
Chamber Choir
Concert Choir
Photography
Symphonic Band
Symphonic Wind Ensemble
Symphony Orchestra
Independent Study: Art
Independent Study: Music
Senior Research Project

Courseload Requirements

Students must enroll in a minimum of 5 academic courses each semester. Fine Arts and Wellness do not constitute academic courses. Students taking 6 courses may take one course pass/fail. Students taking 7 courses must take one course pass/fail. If a performing Fine Arts course is taken as an 8th course, it must be taken pass/fail, and one other course pass/fail. All courses except Wellness that serve to fulfill graduation requirements must be taken for a grade.

*All Science courses except Calculus-Based Physics, Pathogenic Microbiology, and Science, Society and the Future are laboratory-based.

+Interdisciplinary program integrating content from physics, chemistry, biology, earth and space science, and technology.

Graduation Requirements

Class of 2001

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 nor class rankings. All courses are taught at the honors level.

Mathematics/Science 8.0 credits

8.0 credits in Mathematics and Science which must include:

- minimum 4.0 credits in science including at least 1.0 credit above the introductory required courses in chemistry, physics and biology or integrated science.
- at least 3.0 credits in mathematics which include core courses that move toward completion of calculus. Students are to be enrolled in a mathematics course each semester.
- at least one additional credit in mathematics or science.

Social Science 2.5 credits

American Studies, World Studies and one semester elective.

English 3.0 credits

Sophomore English, Junior English and one senior elective each semester of senior year.

Foreign Language 2.0 credits

2.0 credits taken during two of the three years at the Academy, including completion of an Academy Level II course.

Fine Arts 0.5 credit

Wellness

Fulfilled by completing a three-year program in Wellness Education.

Senior Research/Independent Study Project (optional)

An optional research project or independent study is available on an approval basis only for 0.25-2.0 credits per semester.

Community Service and Campus Work Service

Each student must satisfactorily complete 80 hours of community service and 300 hours of campus work service.

Total Graduation Requirements

Equal 16.0 credits for grades 10-12 at the Academy. This allows for flexibility in student choices during the senior year, including time for in-depth study in particular courses and topics of interest. Generally, one credit is equal to one year of study.

Grade Distribution

Class of 2001

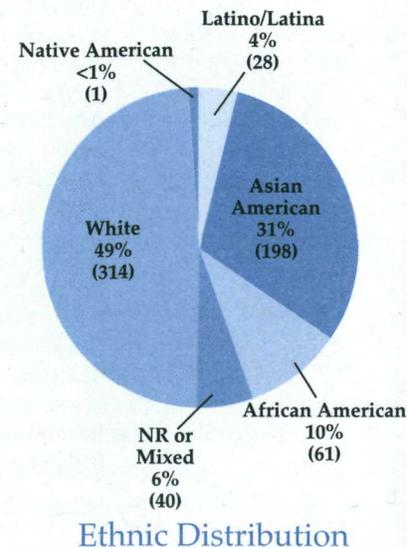
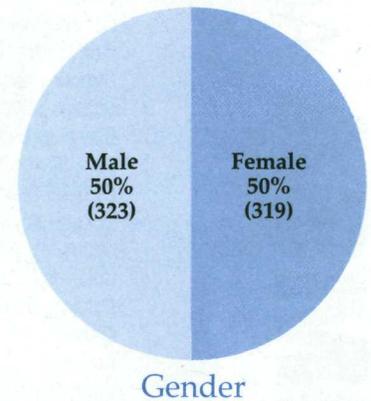
Fall 1999 Grade Distribution

Course	Number	A	B	C	D	P	F
Mathematics							
Core:	237	33%	41%	22%	4%	0%	0%
Electives:	45	56%	24%	2%	0%	18%	0%
Science Core							
University Biology	147	50%	47%	3%	0%	0%	0%
Integrative Science	84	36%	45%	19%	0%	0%	0%
Science Electives							
Chemistry	81	44%	36%	11%	1%	7%	0%
Physics	14	64%	21%	0%	0%	14%	0%
English Core							
Junior English	236	68%	30%	2%	0%	0%	0%
Social Science Core							
World Studies	236	68%	28%	4%	0%	0%	0%
Foreign Language	237	46%	46%	8%	0%	0%	0%
Fine Arts	100	32%	21%	3%	0%	44%	0%

Spring 2000 Grade Distribution

Course	Number	A	B	C	D	P	F
Mathematics							
Core:	231	31%	42%	24%	3%	0%	0%
Electives:	93	48%	39%	8%	0%	5%	0%
Science Core							
University Biology	145	42%	50%	7%	1%	0%	0%
Science Electives							
Biology	85	48%	31%	16%	4%	1%	0%
Chemistry	71	46%	44%	6%	0%	4%	0%
Physics	56	64%	27%	2%	2%	5%	0%
English Core							
Junior English	234	73%	26%	2%	0%	0%	0%
Social Science Core							
World Studies	233	61%	27%	11%	2%	0%	0%
Foreign Language	236	55%	35%	9%	0%	0%	1%
Fine Arts	93	25%	32%	2%	0%	41%	0%

Total 2000-2001 Student Population



- Mean SAT I composite score for IMSA seniors was 1365, 346 points above the national average for college-bound seniors.
- Mean ACT composite score for IMSA seniors was 29.7, 8.7 points above the national average for college-bound seniors.
- Of IMSA students taking the Advanced Placement Examinations, 91% scored "3" or better and 69% scored "4" or better.
- Mean SAT II score for IMSA seniors taking the Mathematics-Level IIC Test was 751, 95 points higher than the national average for college-bound seniors. Mean IMSA score for the English Writing SAT II Test was 676, 83 points above the national average for college-bound seniors.
- A total of 46 members of the IMSA Class of 2000 were named Semifinalists in the National Merit Program. Additionally, 69 were named National Merit and National Achievement Commended Students. Three students were cited in the National Hispanic Recognition Program.

Preliminary Scholastic Assessment Test (PSAT) Scores *Class of 2001 - Middle 50% Ranges and Means*

	IMSA Mean (N=239)	IMSA Middle 50% Range	Illinois Mean	National Mean
<i>Verbal</i>	62.5	56.4 - 68.6	49.2	48.3
<i>Math</i>	70.4	65.48 - 75.3	50.3	49.2
<i>Writing Skills</i>	62.1	56.4 - 67.8	50.0	49.2

Scholastic Assessment Test (SAT I) Scores *Class of 2000 - Middle 50% Ranges and Means*

	IMSA Mean (N=196)	IMSA Middle 50% Range	Illinois College-Bound Senior Mean	All College-Bound Senior Mean
<i>Verbal</i>	660	600 - 720	568	505
<i>Math</i>	705	660 - 760	586	514

American College Testing (ACT) Scores *Class of 2000 - Middle 50% Ranges and Means*

	IMSA Mean (N=182)	IMSA Middle 50% Range	Illinois College-Bound Senior Mean	All College-Bound Senior Mean
<i>English</i>	28.6	26.4 - 31.3	20.9	20.9
<i>Mathematics</i>	31.3	29.5 - 33.6	21.5	20.0
<i>Reading</i>	29.7	26.8 - 34.0	21.7	21.0
<i>Science Reasoning</i>	28.6	25.5 - 32.8	21.4	21.0
<i>Composite</i>	29.7	27.2 - 32.4	21.5	21.0

SAT II Scores

Class of 2000 - Middle 50% Ranges and Means

Test	Total IMSA Scores Reported	IMSA Mean	IMSA Middle 50% Range	Illinois College Mean	All College Mean
English					
Writing	136	676	610-740	652	596
Literature	12	694	NA	639	592
Mathematics					
Level I C	14	674	NA	628	585
Level II C	127	751	710-800	698	659
Science					
Biology E	19	652	NA	633	578
Biology M	20	660	610-690	660	618
Chemistry	53	698	600-760	648	608
Physics	35	679	630-740	666	641

IMSA students took SAT II tests in the following subject areas: American History (6), World History (4), Biology (3), Chinese with Listening (3), French (5), German with Listening (4), German (1), Japanese with Listening (1), Korean with Listening (1), Spanish with Listening (1), Spanish (5).

Advanced Placement (AP) Examination Scores for IMSA Students: 2000

AP Grade	US History	Biology	Chemistry	Comp Sci A	Comp Sci AB	Econ - Mic	Econ - Mac	Eng Lang - Comp	Eng Lit	Env Sci	European History	French Lang	German Lang	Gov & Pol US	Gov & Pol Comp	Calculus AB	Calculus BC	Physics C-Mech	Physics C-E&M	Psychology	Spanish Lang	Statistics	Total	% of Total
5	1	4	9	2	15	3	3	6	5	1	1	1	1	1	2	87	17	15	1	1	2	177	41	
4	1	18	6	1	2	4	1	8	4	1	2	1	1	1	6	20	20	21	1	1	1	119	28	
3	2	13	26	1	3	1	4	7	5	1	1	4	1	1	3	7	7	4	4	4	1	95	22	
2	1	1	4	1	1	2	2	1	1	1	2	2	1	1	1	1	1	5	6	1	3	29	7	
1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	2	3	2	2	10	2	
Total	5	36	46	4	23	10	10	21	14	1	4	7	1	3	3	11	115	51	49	2	10	4	430	100
% grades 3 or higher	80	97	89	100	87	80	80	100	100	100	100	71	100	100	100	100	99	86	82	50	50	100	91	

- 19 students attended and presented at the 2000 American Junior Academy of Science/American Association for the Advancement of Science Annual Meeting and Science Innovation Exposition.
- Five students presented at the Seventh Annual Student Research Symposium of the National Consortium for Specialized Secondary Schools of Mathematics, Science and Technology in June, 2000 at Lynchburg College in Virginia.
- An IMSA student won first place for the Individual Written Competition (Senior Division) at the Future Problem Solving Program International Conference in June at the University of Georgia.
- An IMSA student was selected as one of two from Illinois to be a 2000 Presidential Scholar by the White House Commission on Presidential Scholars.
- Five IMSA students were named to the Illinois Music Educators Association 1999-2000 All-State Honor Roll in Band, Choir and Orchestra.
- A team of three female students received the rank of "National Outstanding" in the second annual High School Mathematical Contest in Modeling.
- Two students presented research reports at the Junior Science and Humanities Symposium.
- An IMSA student received the 2000 Elizabeth Glaser Pediatric AIDS Foundation Student Intern Award for her research conducted at the Children's Memorial Hospital in the Department of Pediatrics, Microbiology-Immunology.
- Six students presented their research at the Sakharov's Readings, a highly selective research conference in St. Petersburg, Russia. One of the six received the highest recognition given for her work focusing on the birth of the solar system which was delivered by her in Russian.
- The Class of 2000 contributed more than 20,000 hours of community service to the citizens of Illinois, by serving as tutors, mentors and volunteers in hospitals, senior citizen and child care facilities, schools, libraries and museums.
- One IMSA student was named a semifinalist in this year's Intel Science Talent Search and a regional semifinalist in the Siemens-Westinghouse Science and Technology Competition.
- An IMSA student was one of only 20 African-Americans in the nation and the only one in Illinois to be named a Ron Brown Scholar.
- At a joint national minority conference in Texas, 4 seniors made a presentation on the IMSA Science Explorers program for students in grades 4-6 and the Learning Program for students from Cabrini Green.

Class of 2000

<i>College</i>	<i>A</i>	<i>EN</i>	<i>College</i>	<i>A</i>	<i>EN</i>	<i>College</i>	<i>A</i>	<i>EN</i>
American University	3	0	Grinnell College	4	0	St. Louis University	2	1
Amherst College	3	2	Hampshire College	2	0	St. Petersburg University	1	1
Arizona State University	3	1	Harvard and Radcliffe Colleges	2	1	Stanford University	4	3
Auburn University	1	0	Harvey Mudd College	1	0	Suffolk University	1	0
Augustana College	6	0	Haverford College	1	1	Swarthmore College	1	1
Aurora University	1	0	Hope College	1	0	Syracuse University	3	0
Barat College	1	0	Howard University	1	0	Trinity University	1	0
Bard College	1	0	Illinois Institute of Technology	6	1	Truman State University	6	1
Barnard College	1	1	Illinois State University	3	1	Tufts University	1	0
Beloit College	2	0	Illinois Wesleyan University	11	1	Tulane University	5	1
Boston College	1	0	Indiana University	7	1	Tuskegee University	1	0
Boston University	9	1	Iowa State University	4	2	United States Air Force Academy	2	1
Bradley University	12	4	Johns Hopkins University	3	0	United States Military Academy	1	0
Brandeis University	2	0	Kent State University	1	1	University of California-Berkeley	1	1
Brigham Young University	2	2	Kettering University	1	0	University of Chicago	20	8
Brown University	8	2	Knox College	12	3	University of Dallas	1	1
Bryn Mawr College	1	0	Lake Forest University	3	3	University of Dayton	1	1
Bucknell University	2	0	Lawrence University	4	2	University of Evansville	1	0
Butler University	2	1	Lewis and Clark College	2	0	University of Illinois-Chicago	31	11
California Institute of Technology	2	0	Loyola University	4	0	University of Illinois-Urbana	140	50
Carleton College	10	5	Macalester College	3	0	University of Indiana	1	0
Carnegie Mellon University	9	2	Marlboro College	1	0	University of Iowa	8	1
Case Western Reserve University	7	2	Marquette University	4	0	University of Kansas	1	0
Catholic University of America	1	0	Massachusetts Institute of Technology	14	7	University of Miami	1	1
Chicago State University	1	0	Miami University of Ohio	1	0	University of Michigan	9	1
Claremont McKenna College	1	0	Michigan State University	6	0	University of Minnesota	1	0
Clark University	1	1	Milwaukee School of Engineering	2	0	University of Missouri-Columbia	1	0
Clarkson University	1	0	Monmouth College	2	0	University of Missouri-Kansas City	3	1
Colgate University	1	0	Mount Holyoke College	1	0	University of Missouri-Rolla	4	1
College of William and Mary	2	2	New College of USF	1	0	University of Pennsylvania	8	3
Colorado College	2	1	New York University	1	0	University of Pittsburgh	3	2
Colorado State University	1	0	North Central College	3	1	University of Richmond	1	0
Columbia University	1	0	Northeastern Ohio University	2	0	University of Rochester	3	0
Connecticut College	1	0	Northern Illinois University	3	1	University of South Alabama	1	0
Cornell College	1	1	Northwestern University	28	6	University of Southern California	13	4
Cornell University	9	1	Notre Dame University	4	2	University of St. Andrews	1	0
Dartmouth College	6	2	Oberlin College	3	0	University of Texas-Austin	1	0
Denison University	1	1	Occidental College	3	2	University of Virginia	3	1
DePaul University	3	0	Olivet College	1	0	University of Washington	1	0
Dickinson College	1	0	Pitzer College	1	0	University of Wisconsin-Madison	4	0
Dominican University	1	0	Pomona College	3	0	Valparaiso University	10	1
Duke University	6	0	Princeton University	2	0	Vanderbilt University	5	1
Earlham College	2	1	Purdue University	18	5	Vassar College	2	0
Eastern Illinois University	1	1	Reed College	3	1	Villanova University	1	0
Eckerd College	2	0	Rice University	7	1	Virginia Polytechnic University	2	0
Emory University	1	0	Richard Stockton College	1	0	Washington University	25	4
Florida Atlantic University	1	0	Rochester Institute of Technology	1	0	Wellesley College	4	1
Florida Institute of Technology	1	0	Rockford College	1	0	Wesleyan University	1	0
Franklin and Marshall College	2	0	Rose-Hulman Institute of Technology	4	1	Wheaton College	1	0
George Washington University	4	1	Scripps College	1	0	Williams College	3	0
Georgetown University	3	0	Smith College	4	1	Worcester Polytechnic Institute	1	1
Georgia Institute of Technology	3	1	Southern Illinois University	4	0	Xavier University	2	0
Georgia State University	1	1	Spelman College	2	1	Yale University	5	1
Grand Valley State College	1	0	St. John's College	1	0			

A=Accepted EN=Enrolled

BELIEF

STATEMENTS

The Illinois Mathematics and Science Academy is a three-year public residential high school for students talented in mathematics and science.

We believe that...

- ... meaning is constructed, not prescribed.
- ... all individuals have equal intrinsic worth.
- ... all people have an innate desire to learn.
- ... the human mind is the world's greatest resource.
- ... each person has the potential to change and to bring about change.
- ... without trust no human relationship can thrive.
- ... the survival of global civilization depends primarily upon the quality of the education provided to all citizens.
- ... each person is responsible for his/her own choices and actions.
- ... belonging to a group requires alignment of self-interest and the common good.
- ... excellence is worth the effort but not always worth the cost.
- ... achieving our vision of the future depends upon our willingness to sacrifice.
- ... aversion to risk taking stifles innovation and creativity.
- ... learning is an individual, life-long endeavor.
- ... valuable learning results from both failing and succeeding.
- ... all adults share responsibility for the well-being of all children.
- ... the ability to discern and create connections is the essence of knowing.
- ... a good life is characterized by harmony among the emotions, the body, the intellect, and the spirit.
- ... the process of education is more than merely the accumulation of facts.

The mission of the Illinois Mathematics and Science Academy, a pioneering educational community, is to transform mathematics and science teaching and learning by developing ethical leaders who know the joy of discovering and forging connections within and among mathematics, science, the arts, and the humanities by means of an exemplary laboratory environment characterized by research, innovative teaching, and service. (8/95)

MISSION



Illinois Mathematics and Science Academy
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