Meet Andrea Croll, IMSA ‘97
Associate Engineer, Hamilton Sundstrand; Rockford, IL

"The field of aerospace technology benefits from talented engineers like Ande who recognize opportunities for improvements and have the passion to produce tangible results," so says Darin Morman at Hamilton Sundstrand of Andrea (Ande) Croll. As her manager, he calls her "an initiator who facilitates positive change."

An associate engineer for Hamilton Sundstrand in Rockford, Illinois, Croll works in the company’s electrical power generation systems area on the F/A-22, a stealth fighter plane manufactured by Lockheed Martin, and the X-45C, an unmanned combat air vehicle being produced by The Boeing Company. Her responsibilities include intensive technical qualification testing of new hardware and working with suppliers on manufacturing support.

After graduating from IMSA, Croll attended the University of Illinois-Urbana, earning a B.S. in mechanical engineering in 2002. While at the U of I, she began her relationship with Hamilton-Sundstrand, co-oping with the company for the equivalent of one year.

Today, Croll is one of only two women in her department; at the U of I, only a handful of women were in her higher-level science courses. In contrast, female peers were common in her advanced science courses at IMSA. Though in a field still dominated by men, "the experience of knowing people from IMSA reassures me that there are lots of places where women are involved and excel in science and technology," she says.

Croll credits IMSA for her development as a confident scientific thinker, especially Calculus-based Physics taught by Dr. David Workman — a watershed experience for her. "That year was very hard for me personally; I struggled first semester and thought about dropping the second half of the course," she says. Dr. Workman’s intervention made the difference. "He took the time for individual tutoring out of class and helped me understand what was going on in the course. By making the material so approachable, he made the class feel like something I could do."

From that point on, Croll was on her way. She says the hard work required by IMSA’s challenging curriculum proved a great asset in college. "One of the important things about my IMSA education was that it allowed me to go more in depth into subjects that interested me, to be more independent in learning new things," she says. This prepared her well for upper-level college courses; unlike many of her peers, Croll did not expect professors or textbooks to give her all the answers. She knew how to learn.

Croll is thankful for the opportunities she received at IMSA and now gives back to her alma mater as the alumna liaison to the IMSA Board of Trustees and a donor to the IMSA Fund for Advancement of Education.

*Hamilton Sundstrand, a subsidiary of United Technologies Corporation, is among the largest global suppliers of technologically advanced aerospace and industrial products.
Dear IMSA SHAREHOLDERS:

The Illinois Mathematics and Science Academy develops scientific and technical leaders who will improve economic and societal conditions facing Illinois and the world. It is for this reason that IMSA's models of teaching and learning foster the development of Illinois students as bold inquirers, ethical leaders and responsible stewards who must lead in the midst of rapidly changing conditions. So, too, the Academy's leadership was put to the test when the State's sagging economy led to unprecedented FY03 budget cuts and staff reductions. These circumstances prompted the men and women of IMSA to model the traits they strive to instill in their young charges - trailblazers in unproven territory, champions of bold ideas, crusaders of excellence and models of courage.

While the financial challenges in FY03 were formidable, IMSA focused intently on delivering the unparalleled educational services that the people of Illinois have come to expect. In this report, we share how IMSA's students are contributing to new bodies of scientific knowledge though their mentorships at Illinois research institutions and how their national accolades are reinforcing the State's reputation for innovative math, science and technology initiatives. We showcase how graduates are making strong contributions to the Illinois workforce and beyond. We feature how The Center@IMSA, the Academy unit that delivers statewide services is using technology to offer courses and efficiently share resources with schools throughout Illinois. We highlight how The Center@IMSA's enrichment programs are increasing the representation and achievement in math and science of Illinois students from underserved populations.

We engaged the Board of Trustees and the IMSA community in a bold strategic planning process that enables the Academy to be focused, thoughtful and clear about its work to address the educational and economic priorities of Illinois. Our work is now focused on our new strategic goal to be "the chosen provider and partner for programs that develop talent and leadership in math, science and technology."

On behalf of the IMSA community, we extend our deepest thanks to you, our shareholders, for your unwavering support of IMSA's mission and work to deliver educational services that are central to economic prosperity and quality of life for Illinois and its citizens.

Sincerely,

Dr. Luis Nuñez
Chairman

Dr. Stephanie Pace Marshall
President
GROWING THE STATE’S SUPPLY OF SCIENTIFIC AND TECHNICAL LEADERS

IMSA’s advanced academic program and research opportunities enable students to reach exceptional levels of achievement that represent more than high test scores. Two core courses, Scientific Inquiries and Mathematical Investigations, are examples of IMSA’s deep learning experiences.

Scientific Inquiries, an integrative study of physical, life and earth/space sciences, provides students with deep, conceptual understanding of key scientific principles, the nature of science and the inquiry process. The guiding question students explore throughout the year is, “How do I come to know the natural world and my place in it?” The course fosters the development of students as skilled inquirers, disciplined investigators and integrative problem solvers.

Mathematical Investigations develops an understanding of mathematical concepts while building competence in fundamental algebraic and geometric skills. Through active inquiry and exploration, students gain a sense of the connections among mathematical ideas and learn to define and apply techniques of problem solving to new situations.

These courses prepare students for advanced elective courses and for conducting independent research projects during their junior and senior years, a cornerstone of IMSA’s educational experience.

“Along one hallway at the Illinois Mathematics and Science Academy, the long line of gleaming state math plaques are too numerous to count. And that’s before you even enter the school’s trophy room. Its students compete on the U.S. Physics Olympiad team and present research to the American Academy of Pediatrics, putting it truly in a league of its own.”

Chicago Sun-Times
March 16, 2003
Inquiry and Ethical Leadership...
Cornerstones of the IMSA Experience

By design, the IMSA experience fosters abundant opportunities for students to apply knowledge and leadership skills for the good of community and society.

The Student Inquiry and Research (SIR) programs challenge students to engage in scholarly investigation as well as creative and artistic expression. In FY 03, 68% of juniors and seniors were engaged in a variety of learning experiences to pursue compelling questions of interest, conduct research in science and other fields and share their work through presentations and publications. Guided by an experienced IMSA staff or faculty member, 125 students engaged in Inquiry, an in-depth study of their interests. Another 145 students participated in mentorship, an interactive research partnership where students are paired with scientists and master scholars in museums, corporations, educational institutions and research laboratories in the Chicagoland area.

A total of 526 students participated in IMSA’s Student Leadership Development programs that prepare them to become ethical leaders. Through residence hall activities, seminar discussions, on and off campus community service and co-curricular activities, students meet the challenges of leading others and creating a sense of inclusion.

In the summer 2003, sophomore students became the first to begin a Personalized Learning Plan with their parents. One purpose is to identify students’ strengths, goals and interests and then plan a blueprint for courses, co-curricular activities, research opportunities and service learning experiences. The plan also includes new senior-options such as interdisciplinary capstone courses, research opportunities and off-campus studies.

"The Personalized Learning Plan is an additional tool to assist students to becoming more powerful learners."

Eric McLaren
Principal, IMSA
**LEARNING BY DOING**

Meet Amanda Adeleye – IMSA Class of 2004

Once a week, Amanda commutes to Northwestern Memorial Hospital in Chicago to meet with Dr. Kameswari Maganti, a physician and her IMSA mentor, who is doing research in cardiology. For the past year, she has been researching cardiovascular geometry – the shape of the heart and how it changes. As part of her IMSA Mentorship experience, Amanda became the first high school student to co-present research at the American Society of Echocardiography. The abstract of her co-presentation, *Early and Late Changes in Left Ventricular Morphology after Mitral Valve Repair for Chronic Mitral Regurgitation*, (Maganti & Adeleye) was published in a medical journal.

"I want to be a physician and specialize in cardiology or obstetrics," says Amanda, "but I may major in jurisprudence so that I might help guide public policy on health issues by working with the United Nations or the Red Cross."

Amanda is a member of IMSA's varsity Dance Squad and is co-chair of the Academy's artistic dance group "Poetry in Motion." She also works with IMSA's LEAD (Leadership Education and Development) program working with other IMSA students to develop their leadership potential.

"I feel that IMSA gives me amazing opportunities that no other high school can offer," Amanda says.

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**LEADING BY EXAMPLE**

Meet Jeanie Paik – IMSA Class of 2004

While serving as the president of IMSA's Key Club community service organization and co-chair of the Asian Cultures Club, Jeanie was also instrumental in creating a new service group at IMSA. Exodus World Service raises funds to supply "Welcome to the USA" packs to refugee families settling in the Aurora area. Families from Bosnia, Somalia, Sudan and other areas of the world receive packages filled with food and other necessities they will need for a fresh start in a new land. Jeanie is also planning a field trip for the children of these families.

Through an IMSA Mentorship experience at Children's Memorial Hospital in Chicago, Jeanie has been working side-by-side with leading researchers studying pediatric HIV. She has presented her research findings to the Illinois Junior Academy of Science and has participated in a summer science camp in Hungary, made possible through IMSA's connection with the NATO Network. Jeanie wants to become a doctor and plans to focus her future medical career around her interest in international health issues.

"There are research opportunities here for a high school student that you won't find anywhere else. I'm getting to work in a real laboratory situation. From this mentorship program, I've learned to effectively communicate my research," Jeanie says.
ON SHARING TIME AND TALENT

Meet Kevin Bock – IMSA Class of 2004

Instead of heading to Florida during Spring Break, Kevin Bock hit the Illinois roads as a touring member of “IMSA on Wheels,” a student/staff developed mobile education program. He and Katie Linder ’04 developed an IMSA on Wheels show, States of Matter and Chemical Reactions for Illinois students in grades 2-4. Sponsored by the IMSA Kids Institute, the lively hands-on science demonstrations have generated praise from participating Illinois schools and have been featured in Illinois print media. In less than a year, more than 4,000 students have benefited from IMSA on Wheels presentations.

Kevin also is President of IMSA Young Democrats and a member of the IMSA Leadership Education and Development (LEAD) program, where he facilitates leadership development skills among sophomores. He is planning to pursue a career in public service.

Kevin reflects on his experience with the IMSA on Wheels program. “After each show, the presenters are swarmed by kids who want to ask ‘just one more question’ before they head back to class. You can see the joy in their eyes, and that's how you can tell that you’ve truly reached them,” Kevin said, “With IMSA on Wheels, I’m able to share my interest in science with a whole new group of students. Maybe one of them will even take my place, create their own science demonstration, and help to inspire even another generation of scientists.”
IMSA Faculty Among the Nation's Best

IMSA's culture fosters life-long learning. Experienced faculty with accomplished careers continue to expand their knowledge base and instructional capacity so students will benefit from new bodies of knowledge and teaching methods for the digital age. Among IMSA's distinguished faculty, 43% hold a doctorate degree.

A model example of professional growth and achievement is receipt of the National Board Teaching Certification – the highest standard for excellence in the teaching profession. This year, four faculty members earned certification with National Board of Professional Teaching Standards (NBPTS), bringing the total to 20% of faculty with certification. As part of the National Board Certification process, each teacher compiled a teaching portfolio which included videotapes of classroom teaching and reflective commentary about what they, as teachers, were doing and why. They also had to complete a series of written assignments on curriculum design, content knowledge and student assessment. NBPTS teachers become mentors to other teachers. National Board Certified Teachers (NBCTs) help to build the teaching profession, promote accomplished teaching and share their expertise as teacher leaders.

Student Profile

- 50% Male
- 50% Female
- 49% White
- 34% Asian American
- 2% Bi-racial
- 3% Not reported
- 5% Hispanic/Latino
- 7% African American

SAT I SCORES CLASS OF 2003

- Verbal: 678
- Math: 717

SAT II SCORES CLASS OF 2003

- English Writing: 696
- Math Level IIC: 750

ACT COMPOSITE SCORE CLASS OF 2003

- 20.8

404 Advanced Placement examinations were administered to 208 students, 88.6% scored 3 or higher. The average score for students taking Calculus BC was 4.79.

Four faculty members receive certification with the National Board of Professional Teaching Standards – Science Teacher Josie Wallmuth, Science Teacher Diane Hinterlong, French Teacher Willa Shultz and German Teacher John Stark
Here are a few snapshots of IMSA graduates who are working in Illinois:

Don Blaheta ’93 is assistant professor of computer sciences at Knox College in Galesburg.
Aimee Chong ’94 is a senior analyst (civil engineering and city planning) at Cambridge Systematics in Chicago.
Jenny Gable Brown ’95 is a programmer with Infogenic Systems in Peoria.
Daniel Hall ’97 teaches mathematics at Barrington High School.
Jill Howk Gengler ’89 is coordinator for the LEEP Distance Education Program of the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign.
Amanda-Kathryn Leonard Shanbaum ’96 is a forensic scientist with the Illinois State Police in Chicago.
Jennifer Mawdsley ’90 is a scientist in the areas of chemical engineering and material sciences with Argonne National Laboratory.
Ronjon Paul ’89 is a spinal surgeon with DuPage Medical Group in Naperville.
Donald Rossi ’91 is director of information systems with McMaster-Carr Supply Company in Elmhurst.

IMSA graduates currently based outside of Illinois also contribute to advances in mathematics, science and technology in ways that benefit our state, nation and world. Some recent examples:

Matthew Baumgart ’99 is studying advanced mathematics at Cambridge University in England, made possible through his receipt of the prestigious Gates Cambridge Foundation Scholarship while at The University of Chicago.
Gary Cerefice ’89 is a research scientist focusing on nuclear engineering and radioactive waste management at the University of Nevada, Las Vegas.
Jesse Hsu ’93 is director of corporate development for Perlegen Sciences, Inc., which conducts genetics research and develops products that improve people’s lives.
Sanza Kazadi ’90 is a director with the Jisan Research Institute, the first research institution of its kind which provides computational research services to scientists, engineers, entrepreneurs and students.
Terri Willard ’89, a Rhodes Scholar, is a project manager at the International Institute for Sustainable Development in Canada.
Kara Yokley ’94, a research manager with IDC, conducts market research for the high performance computing market.

The Future is Now – IMSA Alumni:
A Growing Force in Illinois and Beyond

With the Commencement of the Class of 2003, IMSA graduates now number 2,769 strong and represent every Senate and House district in Illinois. Highly recruited for the top colleges and universities in Illinois and beyond, many are awarded prestigious scholarships. As undergraduates and graduate students, they receive numerous academic, research and leadership accolades. As young professionals in their 20s and early 30s, IMSA graduates and other alumni in the workforce already are making strong contributions in their fields and to society. IMSA is very proud of its distinguished alumni, and the world is a better place because of who they are, how they think and what they do.

In FY 03, the IMSA Fund for Advancement of Education received $100,000 gifts from two IMSA alumni. A graduate who prefers to be anonymous donated $100,000 to honor the IMSA faculty, staff and administration. Mike McCool, Class of 1991 dedicated half of his $100,000 gift to support programs and services for IMSA students and the other half to support The Center@IMSA’s statewide services for Illinois teachers and students. A former resident of Westchester, Illinois, McCool was on the team at the University of Illinois at Urbana-Champaign that created Mosaic, the Internet Browser used to start Netscape. He is a software engineer, creating video and computer games.

“On campus and throughout the state, IMSA provides valuable and needed services that position Illinois for the future.”

Mike McCool
Class of 1991 gives $100,000 to IMSA.
STIMULATING EXCELLENCE IN MATHEMATICS, SCIENCE AND TECHNOLOGY IN ILLINOIS SCHOOLS

The Center@IMSA is the Academy's unit that delivers statewide professional development and enrichment programs to Illinois teachers and students. In FY 03, the Center served 1,358 teachers and 4,081 students representing 93.2% of Illinois Senate Districts and 80% of Illinois Representative Districts. A cumulative total of more than 26,000 students and 17,000 teachers have benefited from IMSA's statewide services. Programs are held on IMSA's Aurora campus, at locations throughout Illinois, and online.

INCREASING THE DIVERSITY OF HIGH-ACHIEVING STUDENTS IN MATHEMATICS, SCIENCE AND TECHNOLOGY

The State founded IMSA to develop the full potential of talented students from diverse economic, ethnic and geographic backgrounds in Illinois. A high priority of IMSA is to serve students who have talent and interest in mathematics and science from underrepresented and underserved populations.

Launched at the request of the Illinois General Assembly, IMSA Excellence 2000+ (E2K+) is an after-school enrichment program for Illinois middle school students who are talented, interested and motivated in mathematics and science. The program also provides a powerful professional development program for participating teachers. E2K+, modeled after the highly successful after-school Mitchell Excellence 2000 enrichment program in Israel for junior high school students, began in 2001 with seven sites and grew to serve 23 schools and 604 students in FY 03. The program gives special emphasis to students historically underrepresented and underserved in mathematics and science.

The IMSA Kids Institute® (KI) serves Illinois students in grades 2-9 by providing hands-on enrichment programs in science, mathematics, technology and the humanities. KI has Saturday enrichment workshops, summer camps, tutoring programs and a traveling science show to targeted schools in Chicagoland and Illinois. The demand for KI services has experienced rapid growth. Launched in 1998 with 50 participating students, KI served 2,746 students in FY 03. Committed to serving children from underserved populations, KI offers summer camp scholarships based on financial need.

Other specialized programs for historically underrepresented populations are conducted on campus and in metropolitan and state area locations. Through field trips, afterschool and summer programs, students from historically underrepresented populations in mathematics, science and technology are introduced to expanded options for the future. IMSA works to support underrepresented students who are enrolled at the Academy through the Excel program and multicultural retention, learning and leadership development initiatives.

IMSA science camp for girls
IMSA E2K+ School from Chicago

Evergreen Middle Academy, a Chicago Public School is one of 23 Illinois schools participating in IMSA's Excellence 2000+ Program (E2K+), an after school enrichment program for Illinois middle school students who are talented, interested and motivated in mathematics and science. Located in Chicago's McKinley Park neighborhood, the Evergreen Middle Academy is in its second year of the E2K+ program that also provides ongoing professional development for the participating middle school teachers. “The instructional component for the teachers is strong,” said Alicia Hill, Principal at Evergreen Middle Academy. “Through the hands-on approach to professional development, teachers know and understand what needs to be taught.” The E2K+ curriculum emphasizes logic, mathematical thinking and experimental scientific thinking. “Students in the program develop better critical thinking skills,” said Debra Polak, participating teacher at Evergreen Middle Academy, “Their questions and answers are deeper, more thought provoking.”

“The instructional component for the teachers is strong,” said Alicia Hill, Principal at Evergreen Middle Academy. “Through the hands-on approach to professional development, teachers know and understand what needs to be taught.”

USING TECHNOLOGY TO BENEFIT ILLINOIS SCHOOLS

IMSA is a state leader in using technology to deliver educational resources to Illinois schools. By using technology to expand the boundaries of space and time, The Center@IMSA provides Illinois students and their teachers with increased equity and access to quality educational opportunities.

The Illinois Mathematics and Science Academy (IMSA) assists the Illinois State Board of Education (ISBE) by administering the Illinois Virtual High School (IVHS), an Internet educational service delivering a wide range of quality high school class content online to Illinois students. As a founding partner of IVHS with the ISBE, IMSA has had a leadership role in launching the program and expanding course offerings to meet rapid growth and demand. In the spring of 2001, the program pilot offered 16 courses with 97 course registrations. In FY 03, 90 courses were featured with 1,234 registrations.

In FY 03, IMSA launched the 21st Century Information Fluency Project, an online Internet skills program for Illinois school librarians and teachers. In the first year of the project, teachers from 108 schools throughout Illinois completed workshops and online courses to learn the art of locating, evaluating and integrating Internet resources into classroom learning experiences. By offering the courses, learning materials and tools online, teachers, school librarians and students can take advantage of these learning opportunities whenever and wherever they need them. The project is made possible by a grant from the U.S. Department of Education.

IMSA Great Minds® events in academic year 2003 brought thought leaders from around the nation to the IMSA campus to share their vision with more than 3,200 students and educators throughout Illinois. Many more students, educators and citizens continue to benefit from IMSA Great Minds programs through online delivery of the events. The program is made possible in part by a grant from the Tellabs Foundation and other gifts from the private sector.

“It is up to all educators and most importantly school librarians to become competent users of technology... the IMSA 21st Century Information Fluency Project is one way for school librarians to become updated on new technologies and the newer ways to search for information.”

Katherine Oberhardt
2003 President of the Illinois School Library Media Association

IMSA Great Minds speakers such as Jack Homer, renowned dinosaur paleontologist are presented online.
PROVIDING LEADERSHIP TO STATEWIDE EDUCATION INITIATIVES

IMSA's faculty and staff serve in leadership capacities to advance teaching and learning in Illinois. FY 03 highlights include:

- IMSA administers the Illinois International Career Academy (ICA) on behalf of the Illinois Board of Higher Education. The ICA promotes a sense of international citizenship among outstanding Illinois high school juniors and seniors and contributes to the economic well-being of Illinois. Through the ICA, students investigate a broad range of economic, political and cultural issues impacting the diverse global economy. Illinois students from 12 high schools served Illinois businesses including Synoia Digital Press in Wheaton and International Truck and Engine Corporation in Warrenville with problem-solving teams. Problems centered on market analysis and identification of new markets for business expansion.

- Paavo Husen, Russian teacher, serves on the Russian Content Advisory Committee and Dr. Raymond Dagenais, professional development specialist, serves on the Physics Content Advisory Committee for the Illinois State Board of Education. Dr. Dagenais also is an executive officer with the Illinois Science Teachers Association.


- Science teacher Branson Lawrence is an executive officer of the Illinois Association of Chemistry Teachers.

- Physics teacher Laura Nickerson received the Harald Jensen Award sponsored by Physics Northwest and the Illinois State Physics Project. The Award is presented annually to an outstanding young physics teacher in the Chicago area. Nickerson is a 1992 graduate of IMSA.

- Mathematics teacher Ronald Vavrinek was honored by the Illinois Council of Teachers of Mathematics (ICTM) with its Distinguished Life Achievement in Mathematics Award. The award is presented each year to one mathematics educator who has demonstrated distinguished and honorable service to mathematics education for an entire career.

ENHANCING THE STATE’S ECONOMY

In FY 03, IMSA leveraged the state's investment to secure $4.0 million in federal and private resources to deliver statewide educational services. Major donors of $100,000+ to the IMSA Fund for Advancement of Education were Fred & Kay Krehbiel, Grand Victoria Foundation, Malott Family Foundation, Mike McCool, '91 and an anonymous supporter.

State, national and international visitors who came to IMSA's campus contributed to the State's lodging, retail and hospitality industries. In FY 03, IMSA was host to delegations of educators from states across the nation and countries including Australia, Japan, Korea and Singapore.

IMSA President Stephanie Pace Marshall served on the transition advisory board for Illinois Governor Rod Blagojevich. The 26-member board, comprised of representatives from education, business, government, the clergy and other backgrounds, advised the governor on policy issues. She was also appointed to the Board of Directors of the Illinois Coalition, a statewide public-private partnership to drive Illinois economic growth through science and technology.

IMSA Director of Business and Finance William Fritz was appointed to the Illinois CPA Committee.
IMSA's models of teaching and learning are recognized nationally and abroad. Among IMSA's FY 03 achievements bringing recognition to Illinois are:

- IMSA was recognized by *Worth Magazine* as one of the top 50 public schools in the nation to place graduates at Harvard, Yale and Princeton.

- The released book, *Scientific Literacy in the 21st Century*, was edited by IMSA President Dr. Stephanie Pace Marshall, Dr. Judith Scheppler, IMSA coordinator of student inquiry, and Dr. Michael Palmisano, former IMSA vice president for research and design. Dedicated to Nobel Laureate Dr. Leon Lederman, IMSA resident scholar, the book is a collection of essays by noted scientists and science educators on transforming science education and improving scientific literacy.

- Dr. Michael Keyton, mathematics teacher, received the Edyth May Sliffe Award for Distinguished High School Mathematics Teaching, sponsored by the Mathematical Association of America (MAA) and the American Mathematics Competitions (AMC). He is one of only 25 high school teachers in the U.S. and Canada to receive the award.

- Mathematics Teacher Susan Eddins participated on the national panel, *Next Steps in Mathematics Teacher Development, Grades 9-10*, for the Mathematical, Sciences Education Board (MSEB) of the National Academy of Sciences.

- Recognized as a leader in Problem Based Learning (PBL), IMSA was host to *In the Service of Learning — Getting to the Heart of Problem Based Learning*, an international symposium featuring five renowned PBL authors and symposium participants from Illinois, the nation, Korea and Mexico. Throughout the year, PBL programs were presented to educators from Illinois, Indiana, Maryland, Michigan, Pennsylvania and Virginia, and Australia and the Netherlands.

- IMSA students placed first in nation in American Mathematics 12 Exam. This was the first time in the 53-year contest history that a competing school had four students with perfect scores earned by Dan Gulotta, Joe Jia, Yoshi Cormier and Albert Ni. IMSA also had the highest scorer on the "AMC 10," Bailey Shen.

- The Class of 2003 included 38 National Merit Finalists, five National Achievement Scholars for African American students and three National Hispanic Scholars.

- IMSA senior Dan Gulotta served on the five-person U.S. team at the International Physics Olympiad in Taiwan. For the first time, the U.S. achieves top ranking.
INVESTMENTS FISCAL YEAR 2003

Sources of Operating Resources

- 6% Locally Generated - "IMSA Income Fund"
- 2% Locally Generated - "IMSA Local Fund"
- 6% Private Grants and Contracts
- 15% Governmental Grants and Contracts

Total Operating Resources $18,965,231

Expenditures

- 24% Contractual Services
- 65% Personal Services
- 4% Equipment
- 3% Commodities
- 2% Telecommunications Services
- 1% Travel
- 1% Other Expenses

To support and expand the Academy's research, innovative teaching and external service programs/initiatives, the Illinois General Assembly appropriated an operating budget of $13.5 million in 2002-03. IMSA and the IMSA Fund for Advancement of Education work to secure the support and participation of various constituencies including individuals, corporations, foundations, educational institutions and governmental agencies to advance the Academy's mission. In 2002-03, $4.0 million in supplemental funding (gifts, grants and pledges) was raised.

IMSA parents paid a fee of up to $1,500 in 2002-03 to offset some of the costs of cocurricular programs and residential services.

To receive a copy of the 2002-03 IMSA Annual Fund Report, contact the Office of Advancement at 630-907-5040.
Located in Aurora, Illinois, the Illinois Mathematics and Science Academy® is an internationally-recognized pioneering educational institution created by the State to develop talent and stimulate excellence in teaching and learning in mathematics, science and technology. IMSA's advanced residential college preparatory program enrolls 650 academically talented Illinois students in grades 10-12. More than 17,000 teachers and 26,000 students in Illinois and beyond have benefited from services of The Center@IMSA, the Academy unit that provides statewide professional development and enrichment programs. IMSA serves the people of Illinois through innovative instructional programs, public and private partnerships, policy leadership and action research.

IMSA Annual Report Credits

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LEGISLATIVE CHARGE
To serve the people of Illinois as a preparatory institution and the school system of the State as a catalyst and laboratory for the advancement of teaching.

VISION
To create a learning enterprise that liberates the genius and goodness of all children and invites and inspires the power and creativity of the human spirit for the world.

MISSION
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.