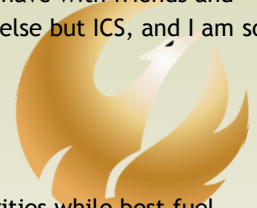




Andrea Renfroe  
University of Notre Dame  
ICS Class of 2009

I think it was only after coming to college that I really understood just how lucky I was to have gone to a school like ICS. I have friends here who attended both private and public high schools, and while they all did well at their respective schools, freshman year came as a bit of a shock to some of them. Although our course load here is challenging, I have found that the study skills and work ethic that ICS instilled in me have made the transition from high school to college a fairly easy one. Another thing that I think people take for granted at ICS is our Humanities department. To this day I still use the core essay-writing techniques that we were taught starting in 9th grade, and everything from how to analyze literary works to philosophical concepts like Plato's Allegory of the Cave and how to facilitate a Socratic-style discussion have benefited and been relevant to my studies here at Notre Dame. Additionally, while I always dreaded having to give presentations in class, having to do it so often at ICS has greatly increased my confidence level and comfort with giving similar talks and presentations in college. One last, and very important thing that I took away from my ICS education was an open-mind. I don't mean this in a strictly classroom-type sense, but rather that the diversity and level of intellect that every ICS student brought encouraged us to constantly discuss and analyze our opinions and beliefs, whether it be what the underlying message of Vonnegut's "Slaughterhouse Five" really was or our personal views on stem-cell research. That is perhaps my favorite thing about ICS students, that

we are always curious and open to learning not just in the classroom, but through the discussions we have with friends and faculty at the lunch table or after class. In summary, I can't imagine having gone to school anywhere else but ICS, and I am so grateful for everything that my six years there has given me.



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Most important to my job is maintaining a clear picture of my priorities while best fueling my business and thus my bottom-line. It is not enough to turn a generous profit; I must also grow my interpersonal relationships and build a strong, brand-right, personal image. My job does ask that I be good at "fashion," but it asks that I be good at fashion and everything else - with the emphasis on "everything else." And, in an increasingly competitive job market, I am not alone in facing an environment where being good at "everything" is the norm. Luckily, I have ICS to thank for six years of thorough practice.

Imagine six diverse, yet seemingly intertwined tasks, all of sufficient intensity - each demanding and each rewarding - and you might have ICS, or you might have a career. Had I not been in an environment with numerous stimulations, well-driven peers and supportive teachers, first college and then the workforce would have been a shock to me. In those six years at ICS, my creativity and drive formed and flourished in an environment that included the arts, language, mathematics, English - a vast array of subjects that would come to mirror the vast array of tasks I now have at Bloomingdale's. On a day-to-day basis I use both quantitative and qualitative analysis; I see product for its artistic and saleable value; and I market, manage, and sell this product in thirty-four doors as means of growing my business. Likewise, I collaborate with a brilliant team of individuals - managing these relationships because they have

great bearing on my job and job growth - as I once managed my group documentaries for History Day, or simply my math homework and history essays. My job is another six periods of classes, all with different needs, skills, and abilities required. It was ICS where I first learned to prioritize my responsibilities, collaborate with my peers - it was ICS where I first was challenged to be good at everything.

Now I am by no means saying ICS will teach you to be good at everything, but it will certainly provide you the resources and at the very least the opportunity. To succeed you will have to prioritize, you will have to collaborate with your peers, you will have to turn to your teachers for help. But, the reward will be lifelong friends and a work ethic and drive that will prepare you for both collegiate and professional success.



In 2002 ICS celebrated its first high school graduation with a senior class of twenty students. Since that time a total of 409 students have earned this honor. The data you see on this form was collected by personal interview. All but fifteen graduates participated in the survey. Of the 394 respondents, 97% matriculated to 4-year or 2-year college or university following ICS. These students have a wide range of interests that have taken them around the world and into every field. We are pleased to share some of their endeavors with you.

**Special points of interest:**

- 47% graduates matriculated to in-state colleges and universities
- 53% graduates matriculated to out-of-state colleges or universities
- 5% elected a double major in their undergraduate studies
- 7% elected to pursue their study of the Spanish language as a major or minor
- 26% are now attending or are planning to attend graduate school
- 25% of graduates were accepted to highly selective universities\*

\*Based on CollegeData.com which ranks schools on many factors, predominantly the percentage of students accepted

**ICS Strategies for Success:**

- **Peer Tutors**—Our upperclassmen offer peer tutoring services on a weekly basis to all ICS students.
- **Office Hours**—All faculty members offer office hours as a time for academic assistance and enrichment. Office hours are available to all students.
- **Study Groups**—Students participate in study groups that meet on a regular basis all year.
- **Project and Presentation Teams**—All classes require students to work in teams as well as individually to complete projects, designs, etc.
- **IGNITE**—Our peer-to-peer mentor program focuses on helping students transition to secondary education. Mentors are trained and have the responsibility for four to five 7th and 8th graders, supporting them academically, socially, and emotionally throughout the academic year.

**Areas of Study Selected by ICS Graduates**

