
MATHEMATICS PLACEMENT POLICY

Helping a student choose the best mathematics course at NUA requires the input from many people, including the student, his / her teacher, their parents and counselor. Placement, however, is not a perfect science and instead requires the consideration of not only encouraging the mathematical growth of the student but also the challenges of balancing a difficult mathematics course with other courses and activities which make up the student academic experience at NUA. Therefore, in accordance with SB 359 the Mathematics Placement Act of 2015, placement for mathematics courses at the middle and high school grades at NUA will be based on the following:

- The current mathematics grades of the student give a good measure of performance and are a good indicator of a student's success in future mathematics courses.
- Input from the current teacher will be used as a measure of the student's progress in mathematics over the course of the year.
- The guidance from future mathematics teachers will help determine if a student can be successful in a particular mathematics course.
- The student's MAP score and scores on state assessments have proven to be a strong indicators of the current level of understanding of mathematical concepts.
- The student's interests and college and / or career plans after high school will help us place a student in the course that best suits his / her needs.
- Input from the student's parents is also important in determining a student's future decisions and directions with regards to mathematics.

Students at NUA are tested three times per year using our internal assessment, NWEA. The first assessment of the school year is given within the first month of school. This assessment allows for NUA staff to determine whether or not the student's placement in a particular mathematics course is appropriate or whether a change in course placement should be made. Subsequent assessments are given at the mid-point in the academic year as well as at the close of the academic year so that NUA staff may determine a student's growth in mathematics as well as areas where the student may be struggling.

Student placement data is reviewed yearly by key stakeholders to ensure that students are not only placed appropriately but to also ensure that students are not held back in a disproportionate manner on the basis of their race, ethnicity, gender or socioeconomic background. A report of the results of the annual examination will be reviewed by the NUA Board of Trustees.

It is the hope that teachers, counselor, student and parent(s) will agree on the best course of placement for a student. However, in certain circumstances, all parties may not agree on what is best for the student. If this occurs, the counselor and teachers will meet with the parent and student within 30 days to discuss possible options. While we understand a student may feel that a more advanced course is best, we also recognize that certain courses may be too challenging for a student and believe the choice of the student and parent should be balanced with the professional opinion of educators.

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