

Indian Prairie School District 204 School Board Goals

- Increase percent of students exceeding state learning standards
- Increase average ACT score
- Narrow the achievement gap experienced by key student sub-groups
- Ensure proficiency in 21st century skills
- Manage resources efficiently and effectively
- Be student and community focused

Indian Prairie School District 204 Math Philosophy

In order to meet the future needs of students in a changing era, the mathematics program believes that its most important goal is the full development of mathematical power by every student.

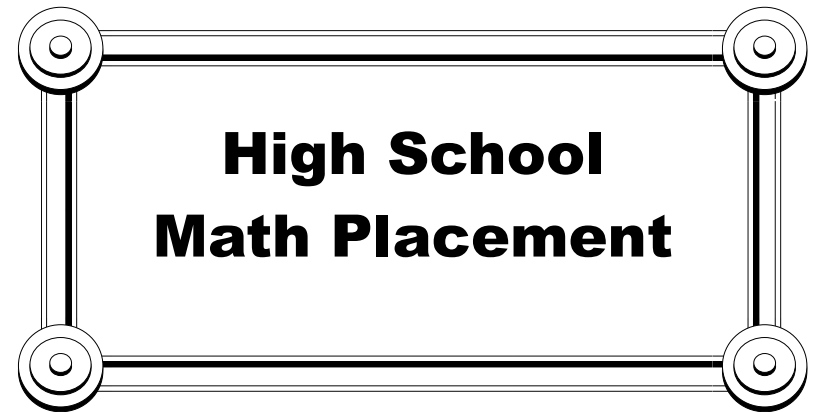
Mathematical power denotes an individual's ability to creatively explore, reason, and analyze as well as use a variety of mathematical methods effectively to solve a wide range of problems.

To meet these needs the program will emphasize:

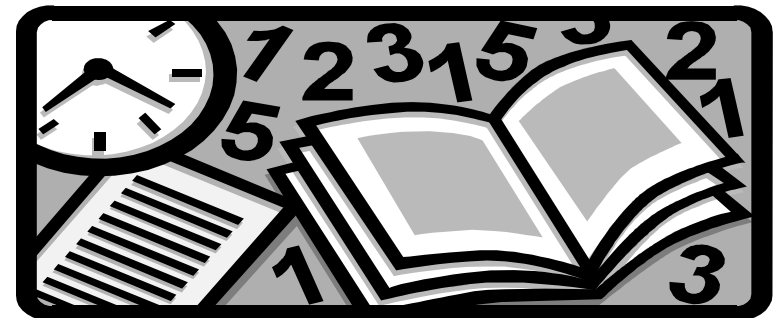
1. The process of problem solving within realistic contexts.
2. Confidence in using mathematics meaningfully.
3. The value of mathematics.
4. Mathematics within a broad range of content.
5. Communicating mathematically.

Our mathematics program actively involves students in exploring, investigating, discussing, and questioning mathematics. In constructing and modifying ideas, students integrate existing knowledge with the physical world, materials, and others.

This philosophy ensures an innovative mathematics program that enables today's children to meet the challenges of tomorrow's world.



Frequently Asked Questions about High School Math Placement



Dr. Kathy Birkett
Mr. Jay Strang, Asst. Superintendent — Instructional Services
Ms. Allison Sherman — Director of Core Curriculum
Crouse Education Center

HOW MANY YEARS OF MATH DOES A STUDENT NEED FOR GRADUATION?

Students are required to complete three years of math to fulfill the requirements of the Illinois State Board of Education.

For students who are planning to attend college or entering a technical career, four years of math are *recommended*.

Minimum math requirements for public colleges and universities are three units of math (introductory through advanced algebra, geometry or trigonometry.)

HOW IS MATH PLACEMENT DETERMINED?

Placement is based upon the recommendation of the student's eighth grade math teacher. Guidelines for making the placement include:

- Study skills: work ethic, motivation, reading and comprehension skills, resourcefulness, maturity
- Quarter grades to date
- EXPLORE* test results

DO STUDENTS NEED CALCULATORS?

Graphing calculators are integrated into the curriculum beginning with Algebra 1. It is our *recommendation*, as well as that of NCTM, that all students have access to this technology for class work, homework and evaluation. We require that students in Algebra (and above) purchase graphing calculators. **If you plan to purchase a new graphing calculator, we recommend the TI-83+ or TI-84+.**



*Standardized test which measures knowledge and skills in mathematics and reading.

WHAT IS THE DIFFERENCE BETWEEN ALGEBRA I AND ALGEBRA 1 BLOCK?

The curriculum for both classes is the same. However, the classroom time differs. Algebra 1 is one period and Algebra 1 Block is two periods. Upon successful completion of Algebra I or Algebra I Block, students will take a geometry course in their sophomore year.

WHAT IS THE DIFFERENCE BETWEEN REGULAR AND HONORS?

Honors involves more rigor, a greater depth of coverage, and a higher level of creative and abstract thinking. Students in Honors should be resourceful, willing to seek extra help, and independent learners.

WHAT SHOULD I DO IF I DO NOT AGREE WITH MY STUDENT'S RECOMMENDATION?

Contact your student's teacher to discuss the recommendation.

WHOM CAN I CONTACT IF I HAVE FURTHER QUESTIONS?

Questions — please contact the Math Department Chair at the appropriate high school.

Math Department Chairs

Neuqua Valley High School — Vanessa Liveris
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Metea Valley High School — Jackie Palmquist
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