

Beliefs

We believe that high ability students...

1. are not all alike. They vary in respect to general ability, domain-specific aptitude, interests and predispositions, and motivation and personality;
2. benefit from interaction with peers. Intellectual peerage contributes to important growth patterns in all subject areas. (Kulik & Kulik, 1992);
3. need various forms of acceleration throughout their school year, ranging from content acceleration to Advanced Placement or dual enrollment to mentorships (Shiever & Maker, 2003; Renzulli & Reis, 2003; Clasen & Clasen, 2003);
4. are capable of producing high level products in specific areas of learning at the level of a competent adult (NAGC, 1990);
5. need to be challenged and stimulated by an advanced and enriched curriculum that is above their current level of functioning in each area of learning (Van Tasse-Baska, 2003);
6. have affective characteristics that render them vulnerable in school settings such as perfectionism, sensitivity, and intensity (Lovecky, 1992; Robinson, 2002).
7. performs at or shows the potential to perform at an outstanding level of accomplishment in at least one domain (math and/or language arts) when compared to others of the same age, experience, or environment. (IDOE 2010)