

New Prairie United School Corporation High Ability Program Information

Mission

New Prairie United School Corporation recognizes that there are high ability students in all racial, ethnic, and social economic groups and that these students need advanced curriculum and instruction to develop their potential. The mission of the New Prairie United School Corporation is to provide a rigorous and challenging curriculum by providing opportunities for acceleration and enrichment in language arts and math to those with emerging talents or whose academic needs are best met with advanced curriculum.

Definition

A High Ability student is one who performs at or shows the potential to perform at a higher level than peers of the same age, experience, and background in at least one domain of language arts or math. New Prairie identifies students K-12 and provides differentiation based on individual needs regardless of race/ethnicity, gender, or socioeconomic status.

Identification Process

Students in Kindergarten, second grade, and fifth grade are screened for the high ability program during the corporation-wide identification process. Continued eligibility for identified high ability students will be reviewed in grades 2, 5, and as recommended in other grades.

In all grades, nominations for high ability consideration are accepted from all stakeholders, including teachers, parents, and students at all grade levels. Nominations are due on or before January 31st.

Selection Criteria

The CogAT (Cognitive Ability Test) and the Iowa Assessment (an achievement test) are used to make high ability identification decisions.

Students scoring in the 95th percentile or higher in Language Arts and/or Math will be identified as a High Ability Learner.

Program Description

- The program's purpose is to recognize, utilize, and expand students' abilities.
- The program is designed to challenge, enrich, and/or accelerate students' learning.
- The program structure employs differentiated materials and instructional methods such as curriculum compacting, tiered/diversified assignments, higher-order questioning, individual investigations and enrichment study.
- **Elementary** classes are designed to be heterogeneous with students from a range of abilities in each classroom. Clustering is used in the elementary schools in order to provide small groups of high ability students who can work, individually or in small groups, on enrichment learning activities.
- **Middle school** high ability math students take advanced math in sixth grade. After 6th grade, the math classes are accelerated one grade level with pre-algebra offered in seventh grade and high school algebra offered in eighth grade. In 6th grade, high ability language arts students take advanced literature and composition courses, as well as advanced science. Pre-AP courses in math, English, and Science are offered in grades 7 and 8.
- **High school** high ability math students are accelerated one grade level in math. High ability language arts students take Pre-AP English courses in grades 9 and 10. High ability students are encouraged to take a variety of Pre-AP and AP (Advance Placement) courses that are offered in grades 9-12 in the areas of: English, math, science, and social studies. Students have the opportunity to take college-credited high school courses (dual credit courses). All high ability students are encouraged to earn an Academic Honors diploma.
- Placement in elementary, middle school, and high school HA, Pre-AP, and AP classes is first offered to high ability students who have legally been identified through the NPUSC identification process. Decisions to add more students to these classes will be based on highest performance on quantitative measures (such as ISTEP, percent grade in current class or other data). This can change year-to-year due to capacity issues with grade level cohorts.