**Academic Acceleration**


This study evaluated the achievement of 65 young entrants (aged 13 yrs. 8 mo. to 17 yrs. 7 mo.) as beginning undergraduates in a highly selective university. The group was successful. Compared to the 3,055 non-accelerants, early entrants tended to graduate in a shorter period of time and earn more honors at graduation. For the early entrants, starting college with a large number of Advanced Placement Program credits was the best predictor of outstanding academic achievement. It seems advisable for young college entrants to have SAT scores and content knowledge equal to or greater than that of the typical freshman at the college the student will attend.


This study assessed academic achievements, extracurricular activities, aspirations, and social and emotional development of 470 mathematically or verbally talented students who accelerated to varying degrees during the high school years and 40 talented students who had been non-accelerates. Subjects were identified by the staff of the Study of Mathematically Precocious Youth at Johns Hopkins University. After graduation from high school, subjects completed a follow-up questionnaire and other tests, including the Adjective Check List. No discernible negative effects of various accelerative strategies were found.


This study of early entrants to college focused on a key adjustment period, the freshman year of college. Students participating in this study were identified as extremely able mathematical reasoners by scoring 700 or above on the SAT-M before age 13, and had entered college full-time two or more years earlier than is typical. Most of the students were extremely successful, both academically and socially.

Those who encountered academic problems lacked some particular combination of experiences and/or study skills that were needed for the particular college environment that they entered. Academic bridging experiences seem to be particularly important (e. g., experience with college level work through part-time college courses, Advanced Placement course, and fast-paced summer programs).


This article reports on the effectiveness of fast-paced mathematics classes meeting outside of regular school hours. It was found that 4.5 years of precalculus could be taught in approximately 120 hours. Implications for homogeneous grouping and acceleration in mathematics are considered.


This article investigated the mathematics preparation during Grades 7-12 of 43 college students identified at an early age as demonstrating extremely high mathematical reasoning ability. The purpose was to assess the effects of acceleration in math on student achievement and interest in math. Participants as a group were quite accelerated, taking Calculus on average 2.5 years earlier than is typical. With few exceptions, subjects performed well in all courses, including college courses taken in high school. In general, males were significantly more accelerated than females. Although social and emotional concerns were not specifically addressed, participants did not report problems in these areas when asked to describe and evaluate their experiences.


Making informed decisions about college is difficult enough for traditional students who plan to enter college after their senior year. Those who deviate from this trajectory and exhaust their high school's course offerings 1, 2, or even 3 or more years before their age peers may consider part-time or full-time college as an alternative. Understandably, for prospective early entrants and their parents, decisions regarding college are considerably more complicated. This comprehensive guide, which incorporates the views of experts on early college entrance (ECE), ECE program administrators, early entrants, and their parents, is aimed at helping families navigate through the complex decision-making process. This book identifies important issues that need to be discussed and choices that need to be made before and after one enters college. Factors affecting academic, social, and emotional adjustment to college are explored and information about ECE programs in the United States is provided.


The National Academy of Arts, Sciences, and Engineering (NAASE), an early entrance to college program at The University of Iowa, welcomed its inaugural class of students in the fall of 1999. This study examined the unique academic, social, family, and transition issues, which challenged the NAASE students during their first semester of college, which was arguably the most critical juncture for them in terms of their adjustment. Through the use of in-depth interviews, behavioral observations, and student and parent surveys, a rich picture of the students’ satisfaction and challenges with their first-semester experiences emerged. A constellation of factors, which were linked to the following three broad interrelated components of satisfaction, appeared to influence the students’ perceptions of their experiences: (a) how the students experienced their transition to college, (b) the quality of the students’ relationships both at home and at college, and (c) the quality of the students’ learning experiences.


The article discusses two ways gifted high school students can accumulate college credits while in high school: through the advanced placement program and through college courses on a part-time basis during the academic year or in a summer program.