Did You Know?

Myths about giftedness exist that have resulted in a lack of understanding of this complex and underserved population. Some examples are:

Myths	Truths
Gifted students are good at everything.	Gifted students are usually strong in one or two areas, such as reading, math, the arts, science, verbal skills, creativity, or overall intellect. Rarely are gifted students gifted in all areas.
Top performing students are the same as gifted.	Some high performing students may also be gifted, but many gifted students struggle with the social, emotional, and organization skills needed to be a good student. High performing is different than high potential.
Advanced Placement (AP) classes are the same as gifted education.	AP classes offer advanced content and rigor, but alone do not comprise a gifted program. AP courses are generally only offered in upper grades and for limited subjects. A gifted program provides a challenging learning environment at all grades, support for social and emotional needs, and involves professionals trained in gifted education.
A person can't be gifted if they have disability(ies).	Giftedness exists in all populations, including people with disabilities. This is referred to as Twice Exceptional, and they do best when considered gifted first, and needing support in areas of disability.

NY is one of only eight states that neither mandates nor funds gifted education.[2]

1.7% of New York State's students are identified and enrolled in gifted programs compared to **6.7% of students nationally**.[3]

Only **.9% of black students** and **.6% of hispanic students** participate in NY's gifted programming.[3]

Only 127 of 732, or **17.4%, of New York State's school districts reported offering some form of gifted programming**, primarily concentrated in New York City and the surrounding area.[4]

Gifted individuals experience additional suicide factors related to schools' lack of preparedness to meet gifted students' needs.[5]

Sources:
1. "Myths and Truths" adapted from the National Association of Gifted Children (NAGC). www.NAGC.org
2. Davidson Institute. Support for Gifted Programs Vary Greatly from State to State. http://www.davidsongifted.org/search-database/entrytype/3
3. National Center for Education Statistics. Table 204.90. Percentage of public school students enrolled in gifted and talented programs, by sex, race/ethnicity, and state: Selected years, 2004 through 2013-14. https://nces.ed.gov/programs/digest/d17/tables/dt17_204.90.asp
4. U.S. Department of Education's Civil Rights' 2015 survey.
5. Cross, T. & Riedl Cross, J. (2020): An ecological model of suicidal behavior among students with gifts and talents, High Ability Studies. https://doi.org/10.1080/13598139.2020.1733391

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