

# 2005-2006 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

### Cover Sheet

Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

Name of Principal Mr. Louis Mariucci

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Capitol Hill Gifted and Talented Magnet School

(As it should appear in the official records)

School Mailing Address 560 Concordia Avenue

(If address is P.O. Box, also include street address)

St. Paul

MN

55103-2444

City

State

Zip Code+4 (9 digits total)

County Ramsey State School Code Number \*494

Telephone (651)325-2500 Fax (651)325-3501

Website/URL <http://www.capitolhill.spps.org> E-mail [louis.mariucci@spps.org](mailto:louis.mariucci@spps.org)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date Friday, Feb. 10, 2006

Name of Superintendent\* Mr. Lou Kanavati

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name St. Paul Public Schools-625 Tel. (651) 767-8152

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date Friday, Feb. 10, 2006

Name of School Board

President/Chairperson Ms. Elona Street-Stewart

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date Friday, Feb. 10, 2006

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
 

50	Elementary schools
1	Middle schools
7	Junior high schools
7	High schools
12	Other
77	TOTAL
  
2. District Per Pupil Expenditure: \$10,643  
 Average State Per Pupil Expenditure: \$8,379

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
  - Urban or large central city
  - Suburban school with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
  
4. 4 \_\_\_\_\_ Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
  
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre-K	0	0	0		7	99	80	179
K	0	0	0		8	72	92	164
1	40	51	91		9	0	0	0
2	50	54	104		10	0	0	0
3	63	66	129		11	0	0	0
4	58	64	122		12	0	0	0
5	70	53	123		Other	0	0	0
6	53	61	114					
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>								<b>1026</b>

6. Racial/ethnic composition of the students in the school:
- 58 % White
  - 14 % Black or African American
  - 5 % Hispanic or Latino
  - 22 % Asian/Pacific Islander
  - 1 % American Indian/Alaskan Native
  - 100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 2 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	<b>5</b>
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	<b>17</b>
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	<b>22</b>
<b>(4)</b>	Total number of students in the school as of October 1	<b>974</b>
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	<b>.0226</b>
<b>(6)</b>	Amount in row (5) multiplied by 100	<b>2</b>

8. Limited English Proficient students in the school: 23 %  
233 Total Number Limited English Proficient

Number of languages represented: 21

Specify languages: Arabic, Khmer, Chinese, German, Hmong, Italian, Japanese, Korean, Malay, Philippine languages, Romanian, Russian, Spanish, Swedish, Vietnamese, Somali, Oromo, Tigrinya, Other African languages, Farsi and various languages, Indian.

9. Students eligible for free/reduced-priced meals: 30 %

Total number students who qualify: 304

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 6 %  
58 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>6</u> Autism	<u>1</u> Orthopedic Impairment
<u>    </u> Deafness	<u>8</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>12</u> Emotional Disturbance	<u>23</u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	2	0
Classroom teachers	41	4
Special resource teachers/specialists	4	5
Paraprofessionals	3	1
Support staff	3	2
Total number	53	12

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 24:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	96%	96%	96%
Daily teacher attendance	95%	99%	97%	N/A	N/A%
Teacher turnover rate	2%	7%	5%	10%	14%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

## **PART III - SUMMARY**

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Capitol Hill Gifted Magnet School is committed to challenging its 1,026 academically gifted students, grades 1-8, in a diverse school community. One of 58 urban elementary and junior high schools in the St. Paul Public Schools (SPPS), Capitol Hill is located in the heart of the Historic Rondo District, a cultural center for the African American community of St. Paul. We are housed in a complex with 13 other school programs allowing for a rich exchange of resources and space.

Now in its twenty-eighth year, Capitol Hill continues to serve students who are both academically and ethnically diverse with 42% of the population representing ethnic minority groups. Students are identified as gifted and talented by SPPS using a nonverbal abilities test and a portfolio. Capitol Hill students are enthusiastic, engaged learners focused on developing expertise in the disciplines and becoming creative producers of knowledge in order to benefit their lives and world. Their individual needs are supported by full time Speech, LD, and ELL staff, as well as a nurse, social worker, and occupational therapist.

The committed and highly qualified teachers, specialists and staff, many of whom hold Master's degrees and certificates in reading, curriculum and instruction and gifted education, are dedicated to challenging their students to develop their talents and experience continuous academic growth. Life-long learning is modeled by this staff that continually participates in district and site based professional development. As skilled curriculum developers, Capitol Hill teachers work collaboratively to develop learning experiences using the Parallel Curriculum Model which address district, state and national content area standards. Staff recognizes learner differences, and differentiates instruction in response to students' interests, learning profiles and readiness ensuring opportunities for ascending levels of intellectual demand. They use both formative and summative assessment to guide their instructional decision making.

Steeped in rich tradition, students develop and share their talents with the Capitol Hill community. Students are involved in numerous musical and dramatic performances, and compete in History Day, Science Fair and Olympiad, Continental Math League, Philosophy Slam and Destination Imagination producing numerous local and national award winners. Capitol Hill students contribute to the community through service learning projects. They look forward to yearly events like Grandparents' Day, Medieval Feast, Colonial Days and Indonesian Gamelan Music and Dance. A cultural specialist works closely with parents and staff to find ways to nurture the diverse community at Capitol Hill.

Community involvement is evident at Capitol Hill. Through tireless support and endless hours working in classrooms, chaperoning field trips, coordinating events and fundraising, parents and the PTO are an integral part of life at Capitol Hill. We have strong relationships with businesses, universities and organizations which provide volunteers, partnerships and generous funding of grants and programs. Because we believe that outstanding ability is present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor, Capitol Hill remains committed to challenging and serving the needs of the gifted and talented children in St. Paul.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results**

Capitol Hill Gifted and Talented Magnet school is known for its academic rigor and for consistently high academic student achievement. Capitol Hill earned a Five Star ranking in both reading and math on its 2004 and 2005 School Report Cards by the Minnesota Department of Education. The report card can be found at <http://education.state.mn.us/ReportCard2005>. The report card is based on student performance on the *Minnesota Comprehensive Assessment*, (MCA), a criterion-referenced test in reading, math, and writing. This test is also used to determine Adequate Yearly Progress.

Since implementation of NCLB in 2002, Capitol Hill has scored consistently and significantly

above the district and state at all grade levels and subgroups. The MCA test is divided into five achievement levels. Level I and II students have gaps in the knowledge and skills necessary for satisfactory work in the state's content standards. Level III students are working successfully on grade-level and are deemed proficient in achieving the state's content standards. Level IV and V students are above the proficiency and demonstrate advanced academic performance with Level V students are typically in the top 5% to 10% nationally.

Since the MCA were first used to assess students in 2001 for grades three and five and for the past two years in grade seven, Capitol Hill students have continually increased in demonstrating advanced proficiency as well as reducing the number of students not meeting proficiency. In grade three our Level I and Level II students decreased from 11% to 10% in reading and increased in Level IV and V from 70% to 80% with Level V increasing 2%. The same results appear in math with Levels I and II decreasing from 9.4% to 9.3% and Levels IV and V increasing from 78% to 86% with level V increasing from 21% to 39%. Grade five reading results show the same trend. Level I and II decreased from 8% to 6% in both reading and math and Level IV and V increased in reading from 85% to 91% and math increased 81% to 89%, with a significant increase in the per cent of Level V students in both reading and math. Fifth grade writing and seventh grade reading and math also show the same trend. This information can be found on the Minnesota Department of Education website.

Capitol Hill has students in seven subcategory groupings designated under the 2004 NCLB AYP status, although the number in the American Indian and Hispanic groups are not of a sufficient number to be ranked. In those subcategories where a sufficient number of students were ranked, each subcategory exceeded the local and state scores by a range of 10% to 50%. Our highest achieving group was Caucasian with an average proficiency rate of 98% and the lowest group was Limited English Proficient with an average proficiency rate of 73%. The remaining groups average proficiency rates ranged from 74% to 91%. Our goal is to continue to narrow that gap between all subgroups. Despite the gap between subgroups, Capitol Hill has clearly demonstrated that it has met its improvement targets throughout the history of the state's accountability system and that of NCLB.

In addition to the mandated state test, Capitol Hill students take the Stanford Achievement Test, SAT 10, along with all other St. Paul Schools. The data obtained by these tests show Capitol Hill students consistently scoring in the top 25<sup>th</sup> percentile.

In analyzing the data over time, it is evident that our Caucasian students consistently score higher than all other subgroups. However, upon further analysis of the date the results are more related to the social and economic status and English as a second language. Given this information we continually strive to identify specific areas to bolster in individual students in an effort to have all of our students perform at a highly proficient levels.

## **2. Using Assessment Results**

Capitol Hill's academic success is driven by the School's Continuous Improvement Plan (SCIP). State and district test data is collected three times during the year and analyzed by our school's SCIP committee, which consists of teachers, parents and administrators. The committee collects *individual student data* to determine strengths and areas of concerns for each individual. The committee also looks at *aggregate* data for each grade level and subject area to determine specific weaknesses in our curriculum or instruction. The tests give us information regarding math, language arts, social studies, and science. This information is then used to formulate goals and strategies, and to develop specific work plans to address curricular concerns and individual needs. These goals are included in our SCIP and evaluated on going bases though out the year. Adjustments and modifications are made as needed.

Curricular issues are given to our curriculum committees in language arts, science, global studies, and math. Teachers from every grade level are on each of the committees. This insures that each teacher in all grade levels receives the information and changes. Grade level concerns are brought to grade level

meetings where the data can be reviewed, re-analyzed, and an action plan developed. All grade level teachers have a daily 50-minute preparation time at the same time in order to plan and insure that we have curricular alignment both horizontally and vertically.

Individual student data is reviewed to determine the strengths and weaknesses of each student. Individual plans are developed for each student that is not demonstrated a high level of proficiency in reading, math, or writing. There SAT 10 and MCA tests scores are review to determine what specific areas a student needs bolstering. These results are giving to the appropriate staff, such as classroom teacher, Ell teacher, Special Education Teacher, Cultural Specialist and any other staff that would be of help to this student. These staff members then get together to write an Academic Improvement Plan for that individual it is then reviewed by the parent were modifications can be made then put in place. We believe frequent, on-going; assessments with collaboration and communication are effective instructional interventions, which help ensure educational excellence for all our students.

### **3. Communicating Assessment Results**

Providing on going, consistent, and timely communications concerning student and school performance is a priority at Capitol Hill. Annual test results are posted on the school district's website and mailed directly to parents. Local newspapers (Pioneer Press and Star Tribune) also publish the results of district and school assessment date. The district also provides the School Continuous Improvement Plan on the district's website. The Capitol Hill website provides information regarding curriculum to parents and community members along with links to district and state websites that provide school information, demographic, and test data. Monthly reports are provided to the site council which are then posted on the school's website and presented to the Parent Teacher Organization, PTO.

*"Welcome Back to School Day!"* is hosted before school starts to give students and parents an opportunity to meet their new teacher and find their classroom prior to the first day of school. In the fourth week of school, a parent information night is held were parents learn about classroom expectations and goals for that year. Parent/Teacher conferences are held twice a year with nearly one hundred percent of our parents in attendance. Interpreters are scheduled prior to conferences so that any parent needing an interpreter will have one available.

In grades seven and eight, parents have access to students assignments and grades via the web through a program call the Parent Portal. There is also a direct e-mail connection to each teacher through Parent Portal. Elementary classrooms have weekly folders, bi-weekly newsletters, or monthly progress reports, depending on the grade level. Parents of students receiving special education services have three periodic reviews within a school year to review the progress and goals of their child's IEP, individual education plan. Parents meet with student support teams when an AIP is developed. Report cards are sent to parents three times during the year, one at each conference and an end of the year report. The school administration has an open door policy regarding parents and welcomes them any time.

### **4. Communicating Success**

The staff at Capitol Hill is honored and proud to be able to share successes and failures with other schools, teachers, universities, and local, state, or national organizations. We feel that others can learn as much from the things we found did not work as from the things that do. Many of our highly qualified teachers are mentors to student teachers, interns, and beginning teachers. Staff members serve on curriculum committees, present at district and state conferences and collaborate with several institutions of higher ed, including the University of Minnesota.

Our school district has been implementing an initiative with the University of Pittsburgh entitled the Project for Academic Excellence. This year Capitol Hill will be a demonstration school and will host teachers and administrators throughout our district. Capitol Hill has hosted visitors from other school districts who are looking to develop a gifted and talented program. Our principal has presented the school latest initiative to district principals and with other staff members at the Minnesota Gifted and Talented Conference in 2006.



Capitol Hill has formed a partnership with the East Metro Integration District 6067, a collaborative with St. Paul Schools and nine suburban school districts, supports voluntary integration among east metro urban and suburban schools.

Our success is also derived from sharing our celebrations and programs with the hundreds of parents, , observers, and participants who visit our school each year. Part of the rich culture of Capitol Hill is captured in activities such as Medieval Feast, Colonial Days, First Grade Cultural Luncheon, Grandparents Day, History Day, Science Fair, The Bug Convention, 2<sup>nd</sup> Grade Poetry Day, and the Honors Breakfast. All of these events provide an avenue for our staff and students to share Capitol Hill's uniqueness and excellence.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum**

The curriculum at Capitol Hill is designed to develop expertise in the disciplines, use the tools and methodologies of disciplinarians, make connections across disciplines, perspectives and time as well as foster student self understanding, scholarship and scholarliness. Based upon the Minnesota and Saint Paul Public Schools standards, and benchmarks as well as national content area standards, the curriculum focuses on essential knowledge, skills and understandings in each discipline. Curriculum committees constantly review, revise and update curriculum maps in all content areas. Ongoing site-based staff development supports teachers' curriculum development.

Students are consistently provided with opportunities to develop basic skills, think critically and creatively and problem solve. They encounter content that is deep and complex. They investigate and acquire various levels of research methods and skills. The curriculum also encourages products that challenge existing ideas and produce "new" ideas, as well as use new techniques, materials, and forms. Teachers support students' development of self-understanding, i.e.. recognizing and using one's abilities, becoming self-directed, appreciating similarities and differences between oneself and others. Teachers utilize many instructional models and strategies to provide differentiated instruction. Instructional materials include district-adopted texts and other supplementary materials.

The English/Language Arts program at Capitol Hill focuses on the integration of reading, writing, listening and speaking providing students a balanced literacy program consisting of reader's and writer's workshop. Teachers support students first in learning to read and then reading to learn through guided reading instruction, literature circles, and book clubs using leveled texts and core literature from our extensive leveled library. In junior high the program advances student knowledge, understanding and skill through the use of classic and contemporary literature from all genres, a focus on advanced vocabulary development, the varied forms of writing, and reading/writing in the content areas.

Math is taught at the same time throughout our building to allow flexible grouping and acceleration of students. Our adopted texts, Everyday Math (elementary), Connected Mathematics Program (CMP) and Integrated Math (junior high), incorporate all of the math strands and spiral throughout the grades reinforcing concepts and skills. Students have opportunities to develop mathematical expertise and skills through problem solving and projects.

Our Science curriculum is inquiry based allowing students to develop essential scientific knowledge, understanding and skills. In the elementary grades, Foss science kits are used along with teacher developed units. In the junior high, students are accelerated through earth and life science in 7<sup>th</sup> grade with physics and chemistry in 8<sup>th</sup> grade.

The Global Studies curriculum focuses on the National Council for the Social Studies ten strands: culture; time, continuity and change; people, places and environments; individual development and identity; individuals, groups and institutions; power, authority and governance; production, distribution and consumption; science, technology and society; global connections; and civic ideals and practices.

Students develop as social scientists and world citizens.

Both Spanish and French language instruction are offered to all students: courses for 7<sup>th</sup> and 8<sup>th</sup> graders and after school enrichment for students in grades 1-8. The curriculum focuses on culture, communication, connections, comparisons and communities. Students are immersed in dialogue and communication as they learn to speak and write.

Specialist teachers in the visual, musical and dramatic arts have developed curriculum which focuses on knowledge, skills and expertise with the goal of appreciation of the arts as well as creative production. Students at Capitol Hill have visual arts, drama, dance, choir, band, orchestra and Suzuki string classes.

We believe students use technology as a learning tool. Teachers integrate technology into classroom instruction. Elementary classes go to the computer lab to learn various applications, programming as well as how to find information using the internet. Units are developed collaboratively by our full time technology specialist and media specialist.

Health and Physical Education at Capitol Hill is grounded in the idea that healthy bodies help create healthy minds. Curriculum focuses on both physical and emotional health stressing the importance of wellness, physical fitness, teamwork and enjoyment.

## **2a. Reading (Elementary)**

The Saint Paul Public Schools' Project for Academic Excellence includes a Literacy Initiative focusing teachers on standards-based, data-driven instruction. Capitol Hill teachers have received literacy training, coaching and resource support in order to implement both Reader's and Writer's Workshop approaches. Students are involved daily listening, speaking, reading and writing. Literature based units are used in conjunction with the district's adopted basal series. Students are exposed to many varied genre in both fiction and nonfiction including mysteries, folk tales, biographies, fantasy, plays and poetry. During unit studies, a variety of books are used to accommodate different reading levels. Using district adopted materials, leveled books, core literature and Junior Great Books, students at Capitol Hill are developing essential knowledge, understandings and skills as they develop expertise in reading and writing. Ongoing assessment allows teachers to differentiate instruction. Literacy is celebrated and valued school wide with an Author's Tea, visits by authors like Kate DiCamillo, Imaginings (school publication of student writing), Poetry Celebration and St Paul Reads!, a reading incentive program.

## **2b. English (Jr. High)**

The junior high English program offers Challenge English and Debate and integrates the elements of reading, writing, listening and speaking into the curriculum through the use of classic and contemporary literature, essays, debate and vocabulary development through analogies. Challenge English also includes writing experiences using expository, persuasive, narrative and descriptive essays. Debate focuses on the advanced development of skills in research and presentation. Advanced vocabulary, literature analysis, research analysis, public speaking, and effective argumentation are core skills developed in debate. The class instruction involves both policy and Lincoln-Douglas debate. Students develop life-long written and oral communication skills, problem solving skills, critical and creative thinking skills. Students reading below grade level are identified by test scores, classroom assignments and assessments. They are placed in a specialized reading class for a semester and attend summer school if possible. Classes have fewer students and therefore allow more opportunity for individual attention, explicit instruction and differentiation. The reading curriculum focuses on comprehension, vocabulary, reading fluency, and test taking skills. The students work from textbooks, use standards based practice tests, and will soon be interfacing with needs-specific computer programs. As part of The Saint Paul Public Schools' Project for Academic Excellence, all junior high teachers are receiving training, coaching and resource support in Disciplinary Literacy.

## **3. The Arts**

Challenging academically gifted learners includes nurturing and developing our students' artistic

talents. Capitol Hill's rich arts curriculum is designed to help students develop the essential knowledge, skills and understandings of an artist. Units across the different art disciplines focus on key concepts like balance, rhythm, motion and composition. All students are creative producers whose work is displayed and celebrated within the school and the greater community. The visual arts curriculum is developed collaboratively by our elementary and junior high specialists, both of whom are full time. Units focus students on different media like clay and photography, as well as specific artists, time periods and artistic elements. Work is displayed throughout the building. The performing arts curriculum is also collaboratively developed by our elementary and junior high specialists, both of whom are full time. Units focus on drama, dance and choir including world drumming and playwriting. Students in all grade levels perform in various productions such as musicals and puppet shows. Teachers partner with local theater companies to provide students authentic experiences. Coordinated by two part time teachers, the music program includes band, orchestra and Suzuki Strings and is another strong component of the total arts at Capitol Hill. There are also a number of after school art programs open to all students like drama, folk dancing and collage. Our generous PTO continues to fund the Artist in Residency program allowing students to work first hand with professional artists. Capitol Hill students have been awarded at the State Fair and have had their work published.

#### **4. Instructional Methods**

Instructional decision making at Capitol Hill is flexible, purposeful and intentional. Teachers have developed an instructional repertoire allowing them to select those models, methods or strategies that will support students' development of thinking skills, understanding of content and production of ideas. Instructional models like Concept Attainment, Direct Instruction, Group Investigation, Inductive and Deductive Reasoning, Inquiry, Simulation and Problem Based Learning all have specific purposes and goals. Teachers select instructional models based upon lesson objectives and desired outcomes. Using constructivist approaches, students focus on making meaning within the disciplines. Teachers also differentiate instruction using a variety of instructional strategies like compacting, tiering, independent study, WebQuests and learning centers. Using assessment data, teachers study students' interests, learning profiles and readiness in order to provide instructional matches maximizing student growth and talent development. Capitol Hill teachers also use a variety of flexible grouping strategies which allow students to work in a variety of configurations: independently, in pairs, in small groups and as a whole class.

#### **5. Professional Development**

All staff members at Capitol Hill are committed to continuous learning. Professional development allows us to better understand how our students learn, gather new ideas, sharpen and acquire skills and develop collaborative professional relationships. At our site, we have a complex professional development plan which aligns to our School Continuous Improvement Plan's goals. During the school day, grade level and content area teams meet using shared preps and roving subs to collaboratively remodel units, analyze student data and plan for instruction. There are also opportunities for coaching and support from our part-time Curriculum Coordinator, district coaches and outside consultants. Half of every staff meeting is focused on professional learning like discussions about professional articles, lesson analysis, applications of various instructional strategies and solution seeking about classroom management issues. The district calendar allows us three pupil free professional days which are planned in response to the needs and interests of the staff. Topics range from curriculum development and differentiated instruction to the characteristics of gifted learners and their social/emotional needs. There are also opportunities to participate in professional book clubs, summer curriculum writing and curriculum committees. Each staff member has a Professional Development Plan with specific, measurable goals to improve student achievement. Saint Paul's Center for Academic Excellence also provides staff with many in-depth professional development opportunities around standards-based practices in curriculum and instruction.

## **PART VII - ASSESSMENT RESULTS**

**Subjects:** Reading and Math                      **Grades** 3, 5, 7                      **Test** Minnesota Comprehensive Assessment

**Edition/Publication Year:** I                      **Publisher** Minnesota Department of Education

MCA - GRADE 3 READING	CAPITOL HILL VS. STATE									
	2004-05		2003-04		2002-03		2001-02		2000-01	
	CHM	STATE	CHM	STATE	CHM	STATE	CHM	STATE	CHM	STATE
Testing Month -	April	April	April	April	April	April	April	April	April	April
% At/Above Meets State Standards	90	79	91	74	90	74	72	68	89	68
% At Exceeds State Standards	81	66	82	61	74	57	52	50	71	50
Number of students tested	118	53965	120	55316	120	55678	114	56361	117	57155
Percent of total students tested	100	99.4	100	99.1	100	na	na	na	na	na
Number of students alternatively assessed	0	na	0	na	0	na	0	na	0	na
Percent of students alternatively assessed	0	na	0	na	0	na	0	na	0	na
<b>SUBGROUP SCORES</b>										
<b>1. Economically Disadvantaged</b>										
% At/Above Meets State Standards	70	62	73	54	70	52	55	46	68	47
% At Exceeds State Standards	52	45	62	39	43	35	26	28	36	28
Number of students tested	33	18333	26	18162	30	18043	42	17616	22	17715
<b>2. African American</b>										
% At/Above Meets State Standards	89	54	94	46	93	43	65	37	92	37
% At Exceeds State Standards	68	37	67	30	80	27	30	21	58	20
Number of students tested	19	4828	18	4809	15	4684	20	4347	12	4338
<b>3. Caucasian</b>										
% At/Above Meets State Standards	97	84	95	80	96	79	82	73	96	73
% At Exceeds State Standards	91	72	91	68	85	63	69	55	85	55
Number of students tested	74	44079	77	45128	74	46091	62	47124	68	48203
<b>4. Asian American</b>										
% At/Above Meets State Standards	64	65	74	54	75	52	56	43	73	44
% At Exceeds State Standards	55	49	58	40	42	34	24	26	48	27
Number of students tested	22	3255	19	3249	24	3303	25	3247	33	3155
<b>5. Limited English Proficient</b>										
% At/Above Meets State Standards	64	46	64	33	44	31	0	24	72	27
% At Exceeds State Standards	55	30	36	20	25	15	0	10	45	13
Number of students tested	22	4985	11	4739	16	4589	0	3916	29	3683

MCA - GRADE 3 MATH	CAPITOL HILL VS. STATE									
	2004-05		2003-04		2002-03		2001-02		2000-01	
	CHM	STATE	CHM	STATE	CHM	STATE	CHM	STATE	CHM	STATE
Testing Month -	April		April	April	April	April	April	April	April	April
% At/Above Meets State Standards	91	79	91	71	90	73	77	66	91	67
% At Exceeds State Standards	86	67	78	56	84	57	60	49	78	54
Number of students tested	118	54123	119	55237	120	55640	114	56099	116	57172
Percent of total students tested	100	99.2	100	98.7	100	na	na	na	na	na
Number of students alternatively assessed	0	na	0	na	0	na	0	na	0	na
Percent of students alternatively assessed	0	na	0	na	0	na	0	na	0	na
<b>SUBGROUP SCORES</b>										
<b>1. Economically Disadvantaged</b>										
% At/Above Meets State Standards	70	60	77	52	73	53	57	45	68	45
% At Exceeds State Standards	58	46	50	36	60	37	19	29	50	33
Number of students tested	33	18608	26	18205	30	18109	42	17658	22	17787
<b>2. African American</b>										
% At/Above Meets State Standards	84	48	94	39	80	41	45	33	92	30
% At Exceeds State Standards	79	34	67	25	67	27	30	19	67	20
Number of students tested	19	4895	18	4831	15	4698	20	4354	12	4342
<b>3. Caucasian</b>										
% At/Above Meets State Standards	99	84	95	77	97	78	92	71	99	72
% At Exceeds State Standards	95	72	84	62	95	62	82	54	88	59
Number of students tested	74	4415	76	45077	74	46066	61	47047	68	48155
<b>4. Asian American</b>										
% At/Above Meets State Standards	68	68	79	57	71	59	68	50	78	50
% At Exceeds State Standards	64	55	74	42	67	44	32	35	66	37
Number of students tested	22	3359	19	3248	24	3303	25	3222	32	3143
<b>5. Limited English Proficient</b>										
% At/Above Meets State Standards	68	49	55	38	50	40	0	31	78	33
% At Exceeds State Standards	64	34	55	23	38	26	0	17	63	22
Number of students tested	22	5182	11	4732	16	4621	0	3914	27	3705

MCA - GRADE 5 READING	CAPITOL HILL VS. STATE									
	2004-05		2003-04		2002-03		2001-02		2000-01	
	CHM	STATE	CHM	STATE	CHM	STATE	CHM	STATE	CHM	STATE
Testing Month -	April	April	April	April	April	April	April	April	April	April
% At/Above Meets State Standards	93	82	89	76	94	78	94	76	94	75
% At Exceeds State Standards	92	74	79	65	87	65	87	65	85	64
Number of students tested	118	56676	112	58739	114	58958	114	58857	114	60656
Percent of total students tested	100	99.4	100	99.1	100	na	na	na	na	na
Number of students alternatively assessed	0	na	0	na	0	na	0	na	0	na
Percent of students alternatively assessed	0	na	0	na	0	na	0	na	0	na
<b>SUBGROUP SCORES</b>										
<b>1. Economically Disadvantaged</b>										
% At/Above Meets State Standards	80	63	77	56	80	58	76	54	63	52
% At Exceeds State Standards	77	53	63	42	65	42	53	40	58	39
Number of students tested	30	18830	43	19216	20	18966	17	18200	19	17896
<b>2. African American</b>										
% At/Above Meets State Standards	100	55	79	47	100	48	93	42	92	40
% At Exceeds State Standards	100	44	53	34	100	31	79	29	77	28
Number of students tested	15	4973	19	4922	10	4846	14	4452	13	4319
<b>3. Caucasian</b>										
% At/Above Meets State Standards	99	87	98	82	96	83	100	82	99	80
% At Exceeds State Standards	97	80	92	71	91	71	97	71	97	70
Number of students tested	75	46458	65	48305	69	49230	65	49486	68	51546
<b>4. Asian American</b>										
% At/Above Meets State Standards	67	67	72	57	90	58	82	49	73	46
% At Exceeds State Standards	67	57	64	43	74	43	75	38	58	34
Number of students tested	21	3361	25	3443	31	3352	28	3249	26	3377
<b>5. Limited English Proficient</b>										
% At/Above Meets State Standards	70	45	59	35	*	34	*	25	56	27
% At Exceeds State Standards	70	33	41	20	*	20	*	15	38	17
Number of students tested	23	4519	17	4333	*	3990	*	3475	16	3546

MCA - GRADE 5 MATH	CAPITOL HILL VS. STATE									
	2004-05		2003-04		2002-03		2001-02		2000-01	
	CHM	STATE	CHM	STATE	CHM	STATE	CHM	STATE	CHM	STATE
Testing Month -	April	April	April	April	April	April	April	April	April	April
% At/Above Meets State Standards	94	81	87	75	96	76	95	71	92	68
% At Exceeds State Standards	90	69	69	60	88	61	86	54	81	51
Number of students tested	118	56768	114	58538	114	58804	114	58471	113	60176
Percent of total students tested	100	99.2	100	98.7	100	na	na	na	na	na
Number of students alternatively assessed	0	na	0	na	0	na	0	na	0	na
Percent of students alternatively assessed	0	na	0	na	0	na	0	na	0	na
<b>SUBGROUP SCORES</b>										
<b>1. Economically Disadvantaged</b>										
% At/Above Meets State Standards	83	63	72	55	85	55	88	49	68	45
% At Exceeds State Standards	70	47	51	37	65	38	59	30	42	28
Number of students tested	30	19022	43	19221	20	18942	17	18043	19	17746
<b>2. African American</b>										
% At/Above Meets State Standards	100	51	63	43	100	39	86	34	92	29
% At Exceeds State Standards	87	35	42	27	90	24	57	18	69	17
Number of students tested	15	5013	19	4934	10	4830	14	4404	13	4310
<b>3. Caucasian</b>										
% At/Above Meets State Standards	99	86	97	81	100	81	100	77	97	74
% At Exceeds State Standards	99	75	83	66	94	67	95	59	88	57
Number of students tested	75	46485	65	48132	69	49105	65	49208	67	51135
<b>4. Asian American</b>										
% At/Above Meets State Standards	81	71	80	63	94	61	89	54	77	48
% At Exceeds State Standards	67	57	52	46	77	45	86	37	69	32
Number of students tested	21	3443	25	3441	31	3350	28	3217	23	3366
<b>5. Limited English Proficient</b>										
% At/Above Meets State Standards	74	49	65	40	0	37	0	30	63	28
% At Exceeds State Standards	61	33	24	22	0	21	0	15	38	15
Number of students tested	23	4686	17	4342	0	3998	0	3440	16	3537



<b>MCA - GRADE 7 READING</b>				
	<b>2004-05</b>		<b>2003-04</b>	
	CHM	STATE	CHM	STATE
Testing Month -	April	April	April	April
% At/Above Meets State Standards	90	75	79	71
% At Exceeds State Standards	61	42	57	59
Number of students tested	163	60180	153	62278
Percent of total students tested	100	99.4	100	99.1
Number of students alternatively assessed	0	na	0	na
Percent of students alternatively assessed	0	na	0	na
<b>SUBGROUP SCORES</b>				
<b>1. Economically Disadvantaged</b>				
% At/Above Meets State Standards	79	54	47	47
% At Exceeds State Standards	24	21	25	18
Number of students tested	62	19324	53	19162
<b>2. African American</b>				
% At/Above Meets State Standards	86	44	67	35
% At Exceeds State Standards	55	15	37	12
Number of students tested	22	5059	27	4896
<b>3. Caucasian</b>				
% At/Above Meets State Standards	96	80	99	77
% At Exceeds State Standards	78	47	79	44
Number of students tested	83	50522	67	51719
<b>4. Asian American</b>				
% At/Above Meets State Standards	79	59	60	48
% At Exceeds State Standards	38	27	40	21
Number of students tested	53	3426	53	3389
<b>5. Limited English Proficient</b>				
% At/Above Meets State Standards	81	35	34	21
% At Exceeds State Standards	34	8	13	5
Number of students tested	47	3903	32	3745

MCA - GRADE 7 MATH	CHM V. STATE			
	2004-05		2003-04	
	CHM	STATE	CHM	STATE
Testing Month -	April	April	April	April
% At/Above Meets State Standards	94	77	83	68
% At Exceeds State Standards	66	40	49	28
Number of students tested	163	60238	153	62228
Percent of total students tested	100	99.2	100	98.7
Number of students alternatively assessed	0	na	0	na
Percent of students alternatively assessed	0	na	0	na
<b>SUBGROUP SCORES</b>				
<b>1. Economically Disadvantaged</b>				
% At/Above Meets State Standards	87	55	62	43
% At Exceeds State Standards	39	18	11	10
Number of students tested	62	19415	53	19164
<b>2. African American</b>				
% At/Above Meets State Standards	91	40	67	28
% At Exceeds State Standards	36	10	19	6
Number of students tested	22	5066	27	4896
<b>3. Caucasian</b>				
% At/Above Meets State Standards	100	82	96	74
% At Exceeds State Standards	87	45	75	32
Number of students tested	83	50551	67	51672
<b>4. Asian American</b>				
% At/Above Meets State Standards	89	69	74	53
% At Exceeds State Standards	49	31	34	18
Number of students tested	53	3453	53	3394
<b>5. Limited English Proficient</b>				
% At/Above Meets State Standards	85	44	53	26
% At Exceeds State Standards	43	11	9	3
Number of students tested	47	3982	32	3749

**NATIONAL NORM-REFERENCED DATA**

Subject: Math and Reading Grades 2-8 Test **SAT 10**

Edition/Publication Year 2002-03 10<sup>th</sup> Edition Publisher: **Harcourt Educational Measurement**

Scores are reported here as (check one): NCEs X Scaled scores \_\_\_\_\_ Percentiles \_\_\_\_\_

<b>STANFORD ACHEIVMENT TEST 10</b>	<b>2004-05</b>		<b>2003-04</b>		<b>2002-03</b>	
<b>READING AND MATH SCORES (Grades 2-8)</b>	<b>Reading</b>	<b>Math</b>	<b>Reading</b>	<b>Math</b>	<b>Reading</b>	<b>Math</b>
<b>Total Score (NCE)</b>	70.1	74.5	69.5	71.5	69.8	70.8
Grade 2	71.3	77.2	70.8	73.1	74.3	74.5
Grade 3	70.4	74.0	68.5	69.9	68.7	67.4
Grade 4	72.0	77.4	71.7	75.0	65.7	67.9
Grade 5	76.0	78.8	69.0	70.3	74.8	74.0
Grade 6	66.8	67.5	74.1	70.1	77.7	76.6
Grade 7	66.7	72.2	67.7	71.6	63.2	66.5
Grade 8	69.4	75.5	67.0	71.1	67.8	71.4
<b>Number of students tested</b>	838	862	847	849	828	826
Grade 2	89	89	84	84	81	81
Grade 3	93	117	120	121	120	119
Grade 4	120	120	116	116	111	111
Grade 5	115	114	113	114	114	113
Grade 6	113	114	112	112	113	113
Grade 7	163	163	150	150	158	158
Grade 8	145	145	152	152	131	131
Percent of total students tested	96.9%	99.7%	99.6%	99.9%	99.9%	99.6%
Number of students alternatively assessed	0	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0	0
<b>SUBGROUPS SCORES</b>						
<b>1. Eligible for Free/Reduced Meals (Grades 2-8)</b>	55.5	62.7	54.3	60.0	52.7	57.6
Number of students tested	269	275	250	249	234	234
<b>2. African American (Grades 2-8)</b>	60.1	63.5	60.7	60.7	59.1	58.8
Number of students tested	138	141	121	121	110	110
<b>3. Hispanic (Grades 2-8)</b>	63.7	69.1	61.7	61.6	61.7	57.0
Number of students tested	29	29	26	26	28	28
<b>4. Caucasian (Grades 2-8)</b>	78.2	80.4	77.6	77.0	48.4	77.0
Number of students tested	470	487	472	475	443	443
<b>5. Asian American (Grades 2-8)</b>	58.5	68.7	57.7	66.4	59.2	66.6
Number of students tested	195	199	215	214	220	220
<b>6. Limited English Proficient (Grades 2-8)</b>	56.0	66.2	47.4	56.7	45.2	52.8
Number of students tested	186	189	128	128	113	113

Note: Students included in the analysis were continuously enrolled for one year.