

**Camdenton R-III School District**  
**Gifted Education – Capstone**  
**December, 2013**

**Program/Data Information**

Type of Program or Data:	Capstone – Gifted Education Department
Personnel Responsible for evaluation:	Coordinator of Capstone
Level: K-12	Month of Annual Review: December
Evaluator(s) Name: Lucinda Varner	Position: Coordinator of Capstone

**What We Want the Program to Be/Vision:** The Camdenton R-III Gifted Program will meet the academic and social needs of those students who qualify for gifted services. It supports district goals by providing students opportunities for optimal academic development and offers gifted students opportunities to acquire, apply and assess information from all disciplines.

**Current Status of Program/Data:** The gifted program is proudly serving 133 first through sixth grade students, 55 seventh and eighth grade students, and 100 ninth through twelfth grade students for the 2013-2014 school year. An ERT (Educational Resource Teacher) program for grades K-6 and SCT (Special Class Teacher) program for grades 7-8 will continue. In grades 9-12 AP (Advanced Placement) and IB (International Baccalaureate) classes are offered.

**Goals for Program:**

1. Educators will improve student learning for students participating in gifted services through the implementation of research based strategies.
2. Curriculum revision: Revise and adopt district components which include goals, power standards and other expectations, alignment to state curriculum documents, recommended in-services, and budget planning

**Strategies to Close the Gap between Current Status and Vision:**

1. Implement Marzano's Art and Science of Teaching, specifically as it relates to the Professional Development being offered at Hawthorn.
2. Match curriculum to GLE's at levels 2-3 levels above age peers.
3. Increase Depth of Knowledge (DOK) levels of questions in class and on pre- and post-tests
4. Increase the level of expectations on writing and communication by using classroom rubrics at or above age peers.
5. Administer Student Learning Style Inventories to identify the kind of environment and methods each individual student prefers when learning and producing new or difficult material. This information will also be shared with each student's classroom teacher and parents.
6. Administer EXPLORE test in December to fifth through eighth grade students. Results will be compared to previous data to monitor academic progress. Students' strengths and weaknesses can be identified early in their educational development, when they have the greatest opportunity to establish a program of studies that will help them achieve their career and educational goals.
7. Host a parent night with guest speaker to support parents in caring for the needs of gifted students.

## Capstone Student Percentage Identified and Served grades 1-12 and 1-8

Year	% Identified 1-12	% Served 1-12	Total District Enrollment	% Identified 1-8	% Served 1-8	District Enrollment 1-8
2013-2014	(331) 7.5%	(288) 6%	4443	(192) 6.3%	(188) 6%	3083
2012-2013	(323) 7.5%	(262) 6%	4297	(180) 7.2%	(176) 7%	2492
2011-2012	(335) 8%	(226) 5.4%	4177	(182) 7.3%	(173) 6.9%	2489
2010-2011	(341) 8.1%	(332) 7.9%	4173	(194) 6.8%	(185) 6.5%	2822
2009-2010	(346) 8%	(312) 7%	4177	(204) 7%	(170) 6%	2808
2008-2009	(374) 9%	(345) 8%	4,260	(234) 8%	(205) 7%	2826
2007-2008	(379) 9%	(330) 8%	4,223	(261) 9%	(212) 8%	2802
2006-2007	(382) 9%	(340) 8%	4,130	(266) 10%	(224) 8%	2719
2005-2006	(371) 9%	(325) 8%	4,037	(251) 9%	(205) 8%	2632

**Spring 2013 MAP/EOC Communication Arts Data  
for Identified Gifted Students**

	2008 CA MAP	2009 CA MAP	2010 CA MAP	2011 CA MAP	2012 CA MAP	2013 CA MAP
Advanced	56%	57%	64% (165)	68% (197)	65% (149)	67% (145)
Proficient	39%	37%	32% (83)	31% (90)	32% (74)	30% (63)
Basic	5%	6%	3% (8)	1% (3)	3% (6)	2% (4)
Below Basic	0%	0%	0% (0)	0% (0)	0% (0)	0% (0)

% based on 212 students for 2013 (3<sup>rd</sup> -12 Grades)

% based on 229 students for 2012

% based on 290 students for 2011

% based on 258 students for 2010

% based on 246 students for 2009

% based on 188 students for 2008

**Spring 2013 MAP/EOC Math Data  
for Identified Gifted Students**

	2008 Math MAP	2009 Math MAP	2010 Math MAP	2011 Math MAP	2012 Math MAP	2013 Math MAP
Advanced	53% (127)	53% (122)	55% (126)	63% (184)	69% (159)	64% (171)
Proficient	45% (108)	43% (100)	42% (95)	35% (102)	29% (67)	35% (91)
Basic	2% (6)	4% (10)	3% (7)	1% (3)	2% (4)	1% (5)
Below Basic	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	(0)

% based on 267 students for 2013 (3<sup>rd</sup> – 12<sup>th</sup> Grades)

% based on 229 students for 2012

% based on 289 students for 2011

% based on 228 students for 2010

% based on 232 students for 2009

% based on 241 students for 2008

**2013 Pre/Post Data**

Fall testing of major units of study will be completed prior to Christmas break.

**Parent/Teacher Conference Attendance Data:**

	Students represented	Students enrolled	% attending conferences
2013-2014 (October)	57	137	42%
2012-2013 (October)	50	110	45%
2011-2012 (October)	62	108	57%
2010-2011 (March)	55	125	45%
2010-2011 (October)	80	118	68%
2009-2010 (October)	59	117	50%
2008-2009 (October)	66	119	55%
2007-2008 (Dec/Jan)	57	140	40%
2006-2007 (Dec/Jan)	81	164	49%

**Fall Shine Night Report:**

- Major unit of study: Ozarks
- Displays of major units of study
- Friday, November 22, 2013
- First-Sixth Grades
- 5:30-7:00 p.m.
- 79 % of students were represented – 350+ people in attendance

**Morning Munch with the Capstone Bunch:**

- Families invited in for bagels
- Students share classwork
- First-Sixth Grades
- Attendance:
  - 1<sup>st</sup>/2<sup>nd</sup> grade: 97%
  - 3<sup>rd</sup>/4<sup>th</sup> grade: 70%
  - 5<sup>th</sup> grade: 48%
  - 6<sup>th</sup> grade 45%

**Laker ABC:**

*There has been no communication received from the officers regarding a meeting this school year.*

**Extension/ Enrichment:**

- New effort this year to address more systematically question number four: What do we do when students already get it?
- All Capstone facilitators spend some time each week outside the center to extend learning beyond grade level expectations or enrich learning through research, critical thinking and problem solving.
  - Skills include problem solving, sequencing, math computation, time, money, writing, interpret data, parts of speech, prefix, suffix, root words and patterns
- Approximately 125 students are served through extension/enrichment weekly

**Whole Grade Acceleration:**

Three students were whole-grade accelerated since the last report. One accelerated from kindergarten to first grade at Osage Beach Elementary, one from second grade at Dogwood to third grade at Hawthorn, while another accelerated from seventh to ninth grade at middle/high school.

**Subject Acceleration:**

The following subject accelerations have received services for the 2013-14 school year:

- Kindergarten-none
- First Grade
  - One student subject accelerated to second grade communication arts (DW)
  - One student subject accelerated to second grade communication arts (DW)
- Second Grade
  - One student subject accelerated to third grade math (DW/HE)
- Third Grade - none
- Fourth Grade
  - One student subject accelerated to fifth grade math (OBE)
- Fifth Grade
  - Three students subject accelerated to sixth grade math (ORI)
  - One student subject accelerated to sixth grade communication arts (ORI)
- Sixth Grade
  - Eight students subject accelerated to seventh grade Pre-Algebra

**Advanced Class Report 2013-2014:**

- Seventh Grade
  - Four 7<sup>th</sup> graders in Spanish
  - One 7<sup>th</sup> grader in French
  - Seven 7<sup>th</sup> graders in MS Algebra
  - Eight 7<sup>th</sup> graders in Advanced Communication Arts
  - Six 7<sup>th</sup> graders in Advanced Social Studies
  - Thirteen 7<sup>th</sup> graders in Advanced Science
- Eighth Grade
  - Twelve 8<sup>th</sup> grade students in Geometry
  - Three 8<sup>th</sup> grade students in Freshman Physics
  - Seven 8<sup>th</sup> grade students Spanish II
  - One 8<sup>th</sup> grade student in French II
  - Seven 8<sup>th</sup> graders in Advanced Communication Arts
  - One 8<sup>th</sup> grader in Advanced Social Studies
  - Six 8<sup>th</sup> graders in Advanced Science

# Parent Survey Results

48 elementary school parents and 8 middle school parents participated in the survey. Most parents of the gifted program and that they felt that their child benefited from involvement in the program.

A majority of parents indicated that the gifted program broadened their child's ability to develop communication, creativity, research and problem solving skills. Parents also indicated that the students benefited from being grouped with and interacting with peers.

## **Elementary Parent Comments:**

- The program is very beneficial to our child, and we appreciate the opportunity this program has provided.
- Our son has a better attitude toward school and education since he began Capstone.
- We love Capstone and are beyond grateful for what it has to offer for students who are capable of above and beyond the state requirements.
- My only concern is that over the past two or three years, it seems Capstone has been in a transition phase with staff.
- Glad the school offers this program.
- Keep up the good work!
- XX loves when it is Capstone day! Thanks to everyone for all you do.
- This is the first year my child has been involved in Capstone, he enjoys it and I think his communication skills have improved. Thanks for all you do with the kids!
- Great program – great teachers!
- For the first time in years, it feels like a 'cheery' place to be and we feel welcomed as a family.
- We love the invitations to come to the Capstone Center.
- My child looks forward to Capstone days. He does occasionally become concerned with completing work. I do believe that this is due to his personality not to the actual amount of work.
- The Capstone program is great for them. He/she really looks forward to it every week & has a great attitude after school on the day he goes. It's great to see.
- We appreciate the school reach calls and emails from the Center.

## **Middle School Parent Comments:**

- I have not received any newsletters from our school.
- Elementary Capstone was great!
- I wish we knew more about the program and what was going on.

# 1st & 2nd Grade Student Survey Results

33 students in first and second graders participated in the survey.

A majority of students like the information that they are learning at Capstone. Most students indicated that they are encouraged to use their brain and think differently when at Capstone.

Most students indicated that they felt that the Capstone teachers helped them learn as well as liking to come to Capstone. Most felt that they were comfortable in sharing their ideas in Capstone as well.

**No comments were made by first and second grade students.**

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# 3rd - 6th Grade Student Survey Results

95 third, fourth, fifth and sixth grade students participated in the survey. The majority of students said they obtained new information through major units of study as well as learned, practiced, and improved critical thinking skills. They also indicated that they gained skills in communication, research, and problem solving. Most students felt that they had been given the opportunity to express themselves creatively. They also specified that they enjoyed the opportunity to interact in a class of gifted students.

**The following are comments from third – sixth graders:**

**(3-6) List activities that do not challenge your abilities:**

- Having a guest speaker
- Writing/math/reading/science/social studies
- Studying plants/HaHa Tonka
- Scranimals
- Home team
- Recess and lunch
- Games
- Persimmon seeds
- See Run Do
- Word processing
- Sitting in a chair
- Research
- Taking leadership roles
- HaHa Tonka Prezi
- Animal games
- Problem solving
- Checkers/Marbles/Arm Wrestling
- Word puzzles
- Communication skills
- Story telling
- Making a website
- Spontaneous verbal
- Making things from my resources
- Pre/Post Test
- Plant unit



**(3-6) List activities that challenge your abilities:**

- Problem solving
- Memorizing a poem
- See Run Do
- Research for major units
- Writing
- Poems/Poetry presentation
- History
- Study of endangered animals
- Scranimal study
- Meeting new people
- Typing
- Travel brochure
- Persimmon seed clock
- Tree stump time line
- Quotes
- Logic Links
- Hot Seat
- Stories with holes
- Surprise inside
- Doing presentations in front of an audience/public speaking
- Problem solving
- Critical thinking
- Thinking under pressure
- Native Plant design
- Impromptu speaking
- Creativity
- Thinking outside of the box
- Science, writing, math, history, spelling
- Computer activities
- Video taping
- Map skills
- Bridge building
- Word puzzles/Perplexers
- Coming up with the answers as fast as my peers
- Know what directions I need to follow without lots of details

**(3-6) List topics for major units you would like to learn about:**

- Animals from around the world
- Ancient Egypt and Rome
- Comics
- Computer
- Cultures
- Detectives
- Dinosaurs
- Disabled Humans (Downs Syndrome/Autism)
- Electronic Devices
- Famous People
- Flight
- Foreign Countries
- Forensics
- Gaming
- Geology
- History of: baseball, USA, Missouri, Presidents, Scientists, Cost of items, wars, automobile, National Parks
- Human body
- Indians
- Inventions
- Magnetism
- Maps
- Math Skills
- Medicine
- Medieval Times
- Money (Saving/Investing/History)
- Musical instruments
- Mythology
- Philanthropy
- Plants
- Rocks and Minerals
- Science (Chemistry/Solar/Nuclear)
- Sea Life
- Space
- Sports
- Slavery
- Stock Market
- Technology
- Turtles
- Volcanoes

**(3-6) List suggestions to improve the Capstone Program:**

- No rotations for major unit
- Research on the computers
- Recess immediately to follow lunch
- Less down time after lunch
- More lessons on responsibilities/organization
- Start Capstone on the first day of school and end Capstone on the last day
- More than one day each week
  - Even if that means less time each day – I'd rather there be more frequent contact.
- Have changes for all grades to come together to see each other's work
- More subjects like science and math
- Have major unit in the morning and spend more time on it.
- Have only 2 rotations instead of 4
- Either we all get snack or none of us – all at the same time
- One more teacher for more choices
- More hands on activities
- Less sitting and talking
- Field Trips
- Less movies – I can watch them on You Tube
- More creative teaching
- Better communication to me and my family
- Let students use their own electronic devices throughout the day
- I loved Mrs. Stornello and Mrs. Townsley – any chance they will come back?
- Better learning environment
- Have a schedule on the wall in each room
- I would like to have color/decorations on the walls – more comfortable feeling
- Let us have a choice in major unit
- Changing the schedule so it's not quite so boring
- Use more computer time/less writing
- Longer rotations
- Earlier lunch

# Middle School Student Survey Results

44 Middle School students took the survey. The majority of middle school students who are gifted said they learned new information through major units of study as well as learned, practiced, and improved critical thinking skills. They also specified that they enjoyed the opportunity to interact in a class of gifted students.

**The following are comments from seventh and eighth graders:**

**(7-8) List activities that challenge your abilities:**

- Reel Spirit
- Debate
- Brain Teasers
- Extempore
- Logical Fallacies
- Origami
- Riddles
- Video Games
- Writing

**(7-8) List activities that do not challenge your abilities:**

- Soduko
- Paper airplanes
- What in the world?
- Math games on the computer
- Debate
- Fallacies
- Dominoes
- Extempore
- Golf Course
- Pictionary
- Research
- Writing/Speaking/Reading
- Boat Building

**(7-8) List topics for major units of study that you would like to learn more about:**

- Mythology
- Extempore
- Reel Spirit
- American History
- Website Design
- Astronomy
- Bugs
- Business
- Cooking
- Crime Scene Investigation
- Forensic Science
- Science Experiments
- Detective Unit
- Solar
- Engineering
- Unexplained phenomena
- Math/Science
- Mysteries
- Olympics
- Business
- Video Games

**(7-8) List suggestions to improve the Capstone Program:**

- Stop doing Extempore
- No grades for Capstone – unfair to have more graded classes than other kids
- Do more challenging projects
- More open minded thinking
- A more organized class system
- I have some very substantial issues with the way Capstone has changed. First and foremost, I hate that Capstone is now graded. Now students in Capstone have eight graded classes while other students only have seven.
- Do away with the grades – everyone hates the grades, including the teachers.
- Learn more about the topics changing in the world around us
- More hands on learning
- I would like to stop having Capstone for a grade. It has never been for a grade before, and although I understand the reasons why it is being graded, I do not agree. It creates too much extra stress on students and most of us already deal with issues of being hard on ourselves.
- Do more fun stuff, not papers and worksheets
- No grades
- More presentations
- Critical thinking challenges

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