As part of its membership in the Association of Independent Maryland Schools (AIMS), Capitol Hill Day School regularly embarks on an in-depth review of all aspects of the school: curriculum, facilities, policies and procedures, finances, leadership, communications and relationships with students, parents, faculty, staff, alumni, neighbors, and more. A successful accreditation self-study depends on the school’s willingness to “analyze, reflect upon, and accurately and honestly record its own strengths and weaknesses.” Preparing the self-study report is grueling; yet, it is very much aligned with the type of thinking Capitol Hill Day School encourages and seeks to develop in its members—children and adults alike. Faculty, staff, administrators, and Board members approached the self-study process with confidence and openness, and the various committee reports provided an authentic and useful assessment of the School.

Underlying many of the strengths, weaknesses, and recommendations in the 2012 Self-Study Report is a strong sense that the School and the community around it have changed during the past 10 years—and continue to change—in fundamental ways. By nature, any school that describes itself as progressive, student-centered, and inquiry-based is more likely to experience changes from year to year. However, recent years have brought significant leadership and staff changes at Capitol Hill Day School, including the retirement of a beloved, long-tenured Head of School, as well as a number of respected, community Conversations are inaugurated: parent discussions 3-4/year on child development and parenting topics

### 2010
- Jason Gray named Head of School
- All EC classes are mixed PK and K, rather than one class each of PK, K, and mixed PKK
- Performing Arts Curriculum developed, combining Music and Drama
- Spring Music Festival becomes Performing Arts Festival
- Upper Grade students and teachers begin using the renovated Farren’s Stable space for classes, community gatherings, and more.