

2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

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

Official School Name: Hillel School of Tampa
(As it should appear in the official records)

School Mailing Address: 2020 West Fletcher Ave.
Tampa, FL 33612-1821

County: Hillsborough State School Code Number*: N/A

Telephone: (813) 963-2242 Fax: (813) 264-0544

Web site/URL: www.hillelschool.com E-mail: wasser@hillelschool.com

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 _____

Name of Superintendent*: N/A _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: N/A Tel. () _____

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 _____

Name of School Board President/Chairperson: Dr. Patricia Shaw
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail only by FedEx or UPS original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM. 5E103, Washington DC 20202-8173

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 on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 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

All data are the most recent year available. Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.

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

- Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL
- District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

- 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 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?
- 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
PreK	4	7	11	7	12	7	19
K	11	9	20	8	6	7	13
1	13	10	23	9			
2	12	8	20	10			
3	9	15	24	11			
4	10	9	19	12			
5	8	14	22	Other			
6	13	11	24				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							195

- Racial/ethnic composition of the school:
 - 0% American Indian or Alaska Native
 - 1% Asian or Pacific Islander
 - 2% Black or African American
 - 2% Hispanic or Latino
 - 95% White
 - 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: 4%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	0
(3)	Total of all transferred students [sum of rows (1) and (2)]	8
(4)	Total number of students in the school as of October 1	195
(5)	Total transferred students in row (3) divided by total students in row (4)	.04%
(6)	Amount in row (5) multiplied by 100	4.00

8. Limited English Proficient students in the school: 0.5%

1 Total Number Limited English Proficient

Number of languages represented: 1

Specify languages: Hebrew

9. Students eligible for free/reduced-priced meals: 0%

Total number students who qualify: 0

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: 2%

3 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>2</u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> </u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u> </u> Speech or Language Impairment |
| <u>1</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)	5	2
Classroom teachers	23	4
Special resource teachers/specialists	4	3
Paraprofessionals	1	1
Support staff	1	0
Total number	34	10

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 9:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	98%	98%	98%	98%	97%
Daily teacher attendance	98%	98%	98%	98%	96%
Teacher turnover rate	1%	1%	0%	2%	2%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

PART III - SUMMARY

The Hillel School of Tampa is the only community Jewish Day School in the Tampa Bay area. In 1970 a group of parents recognized the need for a Jewish Day School in Tampa. Hillel opened with 30 students in grades 1- 4, housed at Congregation Rodeph Sholom. As enrollment increased, so did the need for additional space. In 1984 the school moved to the South Tampa campus of the Jewish Community Center. By 1992, Hillel was open to Kindergarten through 8th grade, and our need for greater expansion was clear. Our current campus in North Tampa was purchased. With additions constructed in 1999 and 2003, we now are able to provide for over 200 students in grades transitional kindergarten through 8th grade. As a community school we serve a diverse population and are often a family's sole connection to the Jewish community.

Hillel's mission is to provide a superior education that encourages a love of learning and a strong Jewish identity. To that end, Hillel students are encouraged to attain the highest possible level of personal achievement. We foster a respect for self, school, and community, and prepare students to be active and knowledgeable members of their societies. Our students have a strong sense of pride in their heritage and identity, cultivated by moral, cultural, and religious development.

Our academic program is a dual curriculum providing solid secular and Judaic components, which include language arts, social studies, math, science, Judaic studies, Hebrew language, art, music, physical education, technology, library sciences, and Spanish in middle school. The majority of our course work is taught above grade level, but with the small teacher to student ratio we are able to individualize our instruction for students on both ends of the bell curve.

In addition, we strongly believe that children must learn to give back to their community. We have a very strong community service program at Hillel School. From pre-K through 8th grade our students choose a service organization to support in a variety of ways. From visiting veterans at the VA hospital and bringing gifts of hand-held video games that the children bought with proceeds from a bake sale, to raising funds to buy a guide dog, or sorting clothing at a women's shelter, our children are invested in their projects. Our middle school students have been involved in a myriad of projects, from "mitzvah clowns", a troupe of clowns that go to nursing homes, hospitals, and children's cancer centers to bring cheer and warmth, to cleaning the community Jewish cemetery. We have adopted a day care center for underprivileged children and do a variety of projects with them, as well as with a Federation campus that houses a pre-school, assisted living facility, and a community food bank. Part of learning about who they are as young American Jews is learning how to give back to their community.

Our students are successful in the variety of extra curricular activities that they participate in as well. We bring home many sports trophies, chess awards, and speaking ribbons and are featured often in our local press. Our 8th graders gain entry into the competitive high school programs of their choice and are highly successful once admitted.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Hillel School administers the nationally standardized Stanford Achievement Test each spring as part of its assessment of academic performance. The Stanford Achievement Test provides scores for each student, each class, and each grade. It provides separate scores in several areas of language arts, including reading comprehension, spelling and mechanics, and in several areas of mathematics, including math application and math concepts. As a private school, Hillel does not participate in any standardized testing that are specifically designed for Florida.

The Stanford Achievement Test is administered to all students in grades three through eight. Over the past three years, the school has had almost a 100% rate of participation in taking the test. The Head of School and the Executive Committee of the Governing Board review the data. The past Vice-President for Education, who is a Ph.D. in Clinical Psychology with expertise in educational testing and measurement, represents the Executive Committee.

Test results for students in the intermediate level of the school (grades three through five) are compared to those in the middle school (grades six through eight). The progress of each age grade is followed from year to year, and the results are also reviewed to identify areas of particular strength as well as any areas in need of improvement. There have been no special sub-groups within the overall student population that have been identified for special analysis of results.

The review of test results for the past three years indicates continuous improvement, with a particular large improvement in the testing of the spring in 2006, and maintaining that high standard in 2007. The overall performance of the students has been outstanding, and the results now show that the school meets the academic criteria for being honored as a Blue Ribbon School. The students have done particularly well in reading and mathematics. While the 2004 test results showed that the intermediate level students did better than the middle school students, this is no longer the case. Based on the 2004 results, the school devoted extra attention to preparing the middle school students both in study skills and in academic areas needing special attention. The results for the 2005 testing show a sizable improvement in the middle school students. In addition, there is no longer a difference between the intermediate and middle school students.

We are particularly proud of these accomplishments as Hillel accepts a wide range of students into our programs. Our testing scores show that our dual curriculum of Hebrew studies and secular studies is promoting academic growth to all students, not just those in the top percentiles.

In summary, the test results for the Hillel School students show consistent and sizable improvement and an outstanding performance for all grade levels. They also show that students did well in all of the areas covered by the Stanford Achievement Test, and that they now meet the criteria for being selected as a Blue Ribbon School.

2. Using Assessment Results:

Each year we strive to evaluate our program, in part due to the results of our standardized test results. We try to follow the progress of each class and watch their performance to see the strengths and weaknesses in both individual students and in the curriculum as a whole. We pay careful attention to spelling scores and reading comprehension to make sure our classroom instruction and materials are allowing our students to grow in knowledge and skill. We look at our math scores to be sure we are teaching both the proper depth of material (assuring grasp of concepts) and proper width, covering the appropriate material at each level. When we see an overall improvement we assess what factors played into that development. When we see either a dip in performance or sense a weakness, we look to see how we can attend to those

particular issues. In addition, we are able to see how our school is performing compared to other schools nation-wide that use the same test. We are able to see if our students fall in the upper norms of both language and mathematics abilities and where our strengths and weaknesses are. In the past we have been able to utilize the test scores to develop IEP's for students and to see if our courses are meeting all of the needs of our students. We have implemented additional math courses due to results of the tests and have changed parts of our spelling curriculum.

3. Communicating Assessment Results:

All of our parents receive a booklet prior to testing that explains the test and how to interpret the results. These materials give detailed information as to how the results are calculated, whom the children are being compared to on a national level, and how to determine where their child falls in national norms. We send home each child's test scores and the national norms. We always offer parents the opportunity to meet with us to discuss the results. In addition, grade level meetings occur so that all teachers of a subject within a particular grade can sit and discuss the results, looking for patterns, changes and areas of concern or growth. We announce our quality scores and ranks in our publicity materials and in the press when writing about our school. We stress the importance of test taking skills for now and for the future.

In addition, two formal conferences are held with parents each year and three trimester report cards are sent home. As well, we have an on-line system where parents can log in and see their child's progress on a daily basis. We stress frequent communication between home and school, especially since we are a small school. E-mail has become a popular form of dialog and is used often. Our middle school students have the opportunity to make Headmasters Honor Roll (all A's) and Honor Roll (A's and B's) and the Head of School sends home a note to all intermediate students who receive all A's and B's to stress academic success and let the students know we are proud of them.

4. Sharing Success:

In all network meetings with local schools we discuss our success with testing. We show how our curriculum has helped to improve our scores. We welcome other schools to visit our school and to learn about our program. We share our written program and encourage team meetings with peers from other schools. As a member of the Florida Council of Independent Schools (FCIS) we are often the host of meetings or attend meetings at other FCIS schools. We share our successes with each other as well as look for ways to build and grow. As a community Day School, we are also members of the national Jewish Community Day School Network where we look at how we meet the challenges of implementing our dual curriculum. We maintain a close relationship with the independent schools in our area, sharing resources and professional opportunities.

Our students enter local and national competitions in both academic and extra curricular venues. We have many opportunities in the athletic fields, the arts, chess, forensics speaking performances, literary and technology prizes as well as the regional science fair. We publicize our success on our website (www.hillelschool.com) as well as in our local Jewish newspaper, The Jewish Press and in the local Tampa Tribune and St. Petersburg Times. In the last year we have received excellent coverage for two of our programs. Our robotics program was a featured article in the Tribune while our "Mitzvah Clowns" troupe were featured twice on the TV news segment "What's Right with Tampa Bay." Most recently the tribune covered a project that allowed the children from the day care we sponsor to visit the zoo, many for the first time in their lives. Hand in hand with our students, they were given VIP treatment and a day they will not soon forget.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum encompasses the core areas of language arts, mathematics, science, and social studies, as well as including Hebrew Language and Judaic Studies classes. All students participate in physical education, art, music, and technology classes on a weekly basis taught by teachers with professional expertise in each area. Middle School students take a second foreign language, Spanish. In each subject area, standards have been developed from a combination of nationally published standards, professional associations, high-level national texts, and the Florida Sunshine State Standards.

Language Arts is the term used for reading, vocabulary, writing, spelling, grammar, and handwriting. The specific goals and objectives for each grade level have been matched to the standards of the National Council of Teachers of English. Students in primary and intermediate grades receive two periods of instruction per day in language arts studies, and one class each day by Middle School. Until Middle School, classes are in leveled groups, allowing for greater individualization and highly targeted learning.

Mathematics classes are taught at grade level and above at Hillel. These are leveled from first grade through Middle School to allow strong math students the opportunity to move classes through Algebra I, and even Geometry when appropriate. Math objectives are derived from the standards published by the National Council of Teachers of Math.

Science classes all teach lessons in each of the disciplines of life science, earth science, and physical science. Hands-on labs are used as much as possible. The Middle School students have access to a state-of-the-art science lab. High School credit for Introduction to Physical Science is possible for some eighth grade graduates.

Social Studies instruction incorporates the nationally recognized eight strands which include economics, geography, government, history, culture, citizenship, technology and society, and social studies skills, in primary and intermediate school. Specific topics for Middle School include Geography, World History, and American History. All grades also focus on current events.

Judaic Studies is taught as a humanities course, with emphasis beginning with traditions and holiday celebrations, and moving in increasing depth and detail to Jewish history, cultural traditions, comparative religions, Holocaust and tolerance.

Hebrew is taught as a modern language, with leveled instruction all the way through Middle School and a strong emphasis on learning to speak. Students learn grammar, vocabulary, reading comprehension as well as fluency. The foreign language curriculum meets the requirements of the NCLB-BRS program.

Spanish is added to the curriculum in sixth grade. The Spanish program is based heavily on using the language in daily speech. Grammar, reading, writing and cultural lessons also are taught in this class. Spanish II is possible for qualifying students when they enter High School. The foreign language curriculum meets the requirements of the NCLB-BRS program.

Art education at Hillel includes hands-on experience with a variety of media. Classes also study masters, learn art appreciation, cultural connections and creative communication. **Music** classes teach both American and Israeli music, and incorporate movement and instruments. **Computer** classes introduce students to technology skills advanced by the International Society for Technology in Education. Children are able to use the programs Excel and Power Point by the time they complete the intermediate grades. In middle school they learn programming, digital photography and videography as well as how to make podcasts. We have implemented the use of wiki's for collaborative work. In **Physical Education** classes we follow guidelines for Early Childhood movement in the younger grades, and participate in the President's Challenge for Physical Fitness in older grades. We have a full intramural program for our 4th and 5th graders to get them ready for our competitive program in the West Coast Leagues in 6th-8th grades. We compete in softball, track, cross-country, soccer and basketball.

2a. Elementary School Reading:

Reading instruction is part of a language arts program that provides students with the tools to be fluent readers and to develop each student's ability to communicate effectively. Reading, writing, comprehension, vocabulary, spelling, grammar, phonics, and handwriting are taught as the necessary elements to create a unified manner of communication for each student.

The reading program begins with systematic, sequential instruction in phonics and other decoding skills. Direct instruction in sound/letter relationships, word meaning, comprehension skills, and study skills, help to meet individual needs and create independent readers.

The children at every level are given opportunities to read and write daily. Quality literature selections from notable authors, award-winning literature, and reading materials with timely and important themes, such as multiculturalism and global awareness, are utilized. All reading skills are introduced at the appropriate grade level and are then reviewed in later grades at increasingly complex levels.

Emphasis in reading instruction is placed on the learning process, critical and creative thinking, and extracting meaning from the material. This approach to teaching reading was chosen due to the support given to this kind of instruction by the research done by Smith, Graves, Calkins, Clay, Goodman, Kagen, Holdaway, and Gardner, among others.

2b. Secondary School English:

The secondary English program is comprehensive and challenging. The curriculum is literature based. Vocabulary, punctuation, and literary terms are introduced and incorporated into the lessons. Daily, weekly, and long-range writing assignments provide opportunities for the student to not only improve upon their writing but also learn time management. Cross-curricular assignments encourage the students to utilize their writing skills. The students are encouraged to express their creativity through poetry and short stories. In addition, the eighth grade class is required to write a five to seven page research paper on a topic related to what they have studied in their Judaic class.

The *Vocabulary Workshop Series* is used throughout middle school to broaden the student's knowledge of words and their roots. Grammar is strongly emphasized along with the diagramming of sentences. Diagramming firmly establishes the identification of the parts of speech as well as reinforcing the correct use of nominative and objective case pronouns.

The students are expected to retain ideas and skills, and to apply them in each succeeding year. For example, ideas and solutions discussed in a sixth grade novel, *Old Yeller*, will be applied in eighth grade when *Of Mice and Men* is read.

The majority of the students attending Hillel read at or above grade level. Those that are challenged are given extra help and more time to complete assignments. Those with any documented disabilities are given a plan and accommodations to assist in their learning experiences. Small class sizes and time for individual attention have alleviated many of the problems that arise from a student reading below grade level. Teachers work as a team to bring any student that needs assistance the help they need to be successful. Students are assigned a teacher to work with them to provide extra help.

3. Additional Curriculum Area: Judaic Studies

Crucial to the mission of the Hillel School is providing our students the means to create a solid Jewish identity. Our Judaics curriculum helps to instill in our children a love of their heritage while helping them to see the overall role of the Jewish people in the development of the history of the world. In the younger grades the program focuses on traditions and holidays, helping the students to see how the Jewish calendar fits into the secular one. In the intermediate grades more history is introduced and students learn

about Jewish ethics, the development of the synagogue, an introduction to the history of Israel, biblical studies and immigration. In middle school students are exposed to a yearlong course on Jewish history, looking at how Judaism evolved with Christianity and Islam. Seventh graders have an extensive study of the Holocaust that culminates with a visit to the United States Holocaust Museum and Memorial in Washington, DC. They also study ethics and how Judaism view relations with peers, parents and teachers. Eighth graders begin with a course entitled Sacred Choice, geared towards helping them learn to make the proper decisions as they enter high school. They also study comparative Judaism to understand why there are so many differences amongst Jews, and a full study of Zionism and the State of Israel that culminates with a trip to Israel before graduation. For the past two years we have added a stop in Europe on the way to Israel, to give children a glimpse into the world that was most effected by the Holocaust. Last year we went to Prague and this year will be Berlin.

4. Instructional Methods:

The Hillel School uses a variety of instructional methods to improve student learning. Within the classroom, teachers provide an opportunity for students to work cooperatively in small groups of 3 to 4, engage in open centers, team with another peer, and work on independent activities. The classroom environment is intended to provide materials to meet and improve the learning styles of all children. Children learn how to utilize the computers to network for research, having individual usage and library access within the classroom, technology lab, and at home. In certain areas, children are ability grouped to meet their academic needs. Each teacher's instructional day is geared to meet the needs of each child. Individual instruction is provided for those needing additional enrichment. Those children requiring remediation are assigned a one-on-one teacher to address those academic needs. The use of early childhood manipulative materials along with math and science manipulatives, library resources, educational games, and laboratory interactions, promote hands-on experiences and instruction for all types of learners. Our study of the Understanding By Design curriculum has opened up doors for alternative assessments and a more varied teaching approach. The use of the nutrition room provides for further enhancement of academic concepts through real life experiences. Hillel's instructional methods are meant to challenge the child to look, hear, think, and respond regardless of the ability level. We also have a part-time learning specialist that allows us to give specific attention to certain children.

5. Professional Development:

In order for student achievement to continue to develop, teachers must be on a continual learning track as well. At Hillel, our teachers must participate in continuing education experiences, both at school and in the broader local and national (and even international) communities. At school we bring in speakers on topics ranging from the Role of the Day School Teacher in an Independent School to Dealing with Relational Aggression in Children. We have weekly faculty meetings where issues of latest trends, learning challenges, and individual student needs are always discussed. Hillel teachers also attend local workshops and national conferences. We belong to all subject matter associations as well as specialized groups for our school. Stipends are given for teachers who receive advanced degrees and for keeping up with local certification. The summer is a time when we encourage teachers to travel to conferences that may be more intense and will enhance their time in the classroom. We are always looking for new ways to bring excitement to our already solid curriculum, for teachers to gain new skills and new visions for working with all types of children. Currently the entire faculty is engaged in a two-year program to implement the "Understanding by Design" method of curriculum development into our school. We had a two-day in-service and continue to work on our own throughout the year, with a goal of having a new way of looking at how we teach completed prior to our next accreditation visit in 2009.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables. Delete if not used.

1. Private school association(s): Florida Council of Independent Schools, Florida Kindergarten Council, Jewish Community Day School Network, National Middle School Association.
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No _____

3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

\$10,775 K	\$11,025 1 st	\$11,025 2 nd	\$11,025 3 rd	\$11,025 4 th	\$11,025 5 th
\$11,435 6 th	\$11,435 7 th	\$11,435 8 th	\$N/A 9 th	\$N/A 10 th	\$N/A 11 th
\$N/A 12 th	\$ 8,885 Other (Transitional Kindergarten)				

4. What is the educational cost per student?
(School budget divided by enrollment) \$12,490
5. What is the average financial aid per student? \$3,914.00
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 9%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 25%

PART VII - ASSESSMENT RESULTS
HILLEL SCHOOL OF TAMPA
 (page 1)

Name of Test : SAT-110 Edition
 Form, Year: Advanced 2/A, 2002
 Publisher: Harcourt Assessment, Inc.

Scores are reported as percentiles.

	2007	2006	2005	2004	2003
Testing month	April	April	April	April	
Grade 8					
Reading	89	85	87	80	74
Mathematics	91	83	80	78	74
Number of students tested	21	15	18	21	24
Percent of total students tested	100	100	94	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 7					
Reading	87	92	87	87	76
Mathematics	88	92	84	84	77
Number of students tested	16	20	14	19	24
Percent of total students tested	100	100	94	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 6					
Reading	88	94	92	89	86
Mathematics	89	90	87	83	87
Number of students tested	21	15	21	13	21
Percent of total students tested	100	100	94	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 5					
Reading	79	81	91	87	87
Mathematics	84	85	94	88	88
Number of students tested	24	22	16	22	29
Percent of total students tested	100	100	94	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0

