



## PART I - ELIGIBILITY CERTIFICATION

11PV117

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. 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.
8. 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.
9. 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.
10. 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

11PV117

All data are the most recent year available.

## DISTRICT

Questions 1 and 2 are for Public Schools only.

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		<b>6</b>	38	28	66
K	0	0	0		<b>7</b>	31	40	71
1	0	0	0		<b>8</b>	26	39	65
2	0	0	0		<b>9</b>	29	30	59
3	0	0	0		<b>10</b>	27	27	54
4	0	0	0		<b>11</b>	30	29	59
5	0	0	0		<b>12</b>	32	27	59
<b>Total in Applying School:</b>								433

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
0 % Black or African American  
60 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
40 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 1%

This rate is 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, 2009 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	4
(4)	Total number of students in the school as of October 1, 2009	433
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent limited English proficient students in the school: 4%

Total number of limited English proficient students in the school: 17

Number of languages represented, not including English: 2

Specify languages:

Spanish and Hebrew

9. Percent of students eligible for free/reduced-priced meals: 0%  
 Total number of 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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 4%  
 Total number of students served: 17

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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)	<u>6</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>6</u>
Special resource teachers/specialists	<u>8</u>	<u>5</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>7</u>	<u>0</u>
Total number	<u>51</u>	<u>11</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	95%	95%	95%	95%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	11%	7%	8%	19%	11%
High school graduation rate	99%	99%	99%	99%	99%

If these data are not available, explain and provide reasonable estimates.

The data from the 2007-2008 school year includes a 19% turnover rate due to a necessary downsizing of faculty.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>68</u>
Enrolled in a 4-year college or university	<u>88%</u>
Enrolled in a community college	<u>5%</u>
Enrolled in vocational training	<u>3%</u>
Found employment	<u>0%</u>
Military service	<u>2%</u>
Other	<u>2%</u>
<b>Total</b>	<b><u>100%</u></b>

The school cultivates and inspires students' interests and talents to prepare them for whatever their post high school aspirations might be. Founded in the 1970s and built upon an inspirational vision and a profound commitment to community, Hillel is one of the largest Jewish community day schools in the nation. This year, it celebrates its 40<sup>th</sup> anniversary. The school is fully accredited by the Southern Association of Colleges and Schools (SACS), National Council for Private School Accreditation (NCPSA), and the Association of Independent Schools of Florida (AISF), and are members of the National Association of Independent Schools (NAIS) and Middle States Association of Colleges and Schools (MSA).

The school is committed to serving all families who seek a Jewish education for their children. Faculty and students emanate from across the globe – almost 20 countries - including the United States, Europe, Latin America, Israel and Africa; they are of many denominations within Judaism. The school also spans a broad socio-economic base with close to 30% of the student body receiving tuition assistance or scholarship from the school totaling nearly 1.3 million dollars. Hillel's celebration of diversity makes it a place where students learn not only from their teachers, but also from each other, speaking to the very soul of the school's mission.

Hillel prioritizes critical, global, and creative thought and expression in the classroom and has the highest of expectations for its students. The school offers a unique program: a rigorous academic education, a solid preparation for college, opportunities to explore special interests and develop leadership skills, and an enduring Jewish identity. Graduates are well-prepared to be successful in an ever-changing world with 90% of seniors earning acceptance to their first-choice of college/university. Offered more than one million dollars in merit scholarship, 2010 graduates were accepted to a full range of programs including Duke University, Johns Hopkins University, Princeton University, University of Florida, University of Pennsylvania, Yeshiva University and others. At the same time, graduates also elected to spend a gap year in Israel, and even went into the armed services. Such success illustrates the Hillel experience of individualized academic roadmaps, inspiring Judaics, comprehensive enrichment and inviting community.

The school's commitment to diversity goes beyond the campus population, and is mirrored by the depth and breadth of educational opportunity. Students enjoy a comprehensive roster of programs, cultivating student interests and talents in every intelligence. As students enroll in a range of academic courses in a dual-language curriculum from Advanced Placement to self-contained environments, they also can participate in more than a dozen varsity sports, visual and performing arts activities, multiple experiential learning trips, and cultural events as well as service learning opportunities.

The school prides itself on providing a genuinely balanced education for all students. This was clearly demonstrated when Hillel hosted the International Baccalaureate Americas MYP Authorization Team, in the school's final step to become one of the country's only Jewish International Baccalaureate World Schools. The International Baccalaureate Organization and Hillel share core values and missions, exhibiting an alignment that creates the ideal learning environment for students. This carefully balanced program is designed to cultivate children's moral, intellectual, spiritual, aesthetic and physical qualities through interactive instruction, religious and cultural experiences, competitive athletics, comprehensive service learning and enrichment opportunities. Students bring to life the Hillel mission through accomplishment and talent...whether in the classroom, on the field, on stage, or at a community project.

The school adopts a philosophical approach where modern instruction, innovative curriculum and shared values are the cornerstones of the program. Through cross-curricular, multi-disciplinary planning, Hillel faculty prepare students for today's ever-changing world. Student-centered learning paired with technology and data-driven instruction create opportunities for family-school partnerships in the form of quarterly student assessment, Web portals for real-time conversation among students, parents and

teachers, and diverse offerings like ESL, Nativ for Reading Differences, Learning Center and the Scholars Program.

Hillel's nationally recognized programs and leadership now serve as a model for other schools. The school looks to develop leaders at every level, but never more so than in the student body, where the flagship is a merit based scholarship program of student ambassadors selected purely upon their ability to epitomize the value-based mission of the school.

Extending hands to local service projects as well as communities afar, Hillel students fulfill their roles as members of the next generation on campus, at home and in the global village, reinforcing the concept of *tikun olam*, making the world a better place. All Hillel students in Grades 6-12 are required to serve a set number of hours per year, beginning at Grade 6 with 12 hours and annually increasing. Some students go above and beyond, serving hundreds of hours annually. The school looks to offer The Presidents Award for Service, the NASSP Citizenship Award, the Presidents Award for Academic Achievement, and the Presidents Award for Academic Excellence.

Everyday, on campus and in the classroom, Hillel preserves tradition through innovation. With the vision and focus to become a flagship school and global center of learning, Hillel truly opens doors to opportunity for children. Hallways are paths to academic achievement, creative development, global citizenship and spiritual growth. Drawing upon a rich history, these are all outcomes from Hillel's ultimate goal to provide children with the finest educational experience. At Hillel, a sense of belonging nurtures minds, souls and hearts...encouraging the learning and leadership that continuity requires and that Blue Ribbon status defines.

### 1. Assessment Results:

Approaches to assessment and instruction have evolved significantly throughout the past five years. Prior to 2006, Hillel's instruction was not based upon assessment data in a meaningful way. Historically, the school used the SAT 10 for students in Grades 6, 7 and 8 and the PSAT/NMSQT for students in Grade 10. A referenced standardized assessment was not even applied to Grade 9. The assessments described here are the only evaluations that regarded 90% of the student body per grade level.

Such data collected at that time were not used in a constructive manner to drive instruction. Although scores were shared with students and parents, there was little or no communication between the faculty and the students regarding how they performed or - more importantly - what they could do to improve. Similarly, parents were not engaged by the school regarding the progress made by their children, nor how this data might be used to maximize the benefit of the assessment.

The 2006 arrival of a new administration led to a major shift toward data-driven instruction. This new leadership team identified and implemented an assessment tool to track students' ongoing performance throughout grade levels and to target specific areas for students to improve academic performance. Research of many assessments concluded that the Measures of Academic Progress (MAP) test offered by the Northwest Evaluation Association (NWEA) best meets these needs.

The MAP tests every student in math, reading and language multiple times throughout the school year and pinpoints a growth target for the student to reach by the close of the year. The test data allows for the identification of specific areas for targeted growth and creates opportunities for parents and students to develop with teachers individual action plans for reaching those targets. In the words of NWEA, the test was *"created by educators for educators...MAP assessments provide detailed, actionable data about where each child is on their unique learning path...NWEA works with educators to create test items that interest children and help to capture detail about what they know and what they're ready to learn. It's information teachers can use in the classroom to help every child, every day."*

With MAP in place as of 2008, Hillel began to drive instructional and programmatic change based upon common data collection over multiple years. Each faculty member then had a standardized assessment tool that identified students' areas of strengths and weaknesses so classroom instruction could be differentiated. At the same time, the school tracked data, not solely by individual student and grade level, but also by a variety of subgroups including performance percentiles, number of years enrolled in the school, feeder school and even gender and socio-economics.

For the past three years, Hillel has deemed MAP the school's assessment tool and has aligned instruction and programs to identified needs. As with many standardized assessments, the greatest challenge remains to be the motivation of students to perform to the best of their abilities. As educators know, adolescents are extrinsically motivated; if they do not see a reward for their performance they may not perform to their fullest potential. Hillel has found this with select students and it does cause overall data to fluctuate from year to year. The introduction of parent education sessions to educate them about the value of accurate data has strengthened the family-school partnership and, in turn, reinforces to students the importance of MAP.

Review of Hillel's data demonstrates that students are performing well above the national and state standards for math and reading on the whole. Since the adoption of MAP, little variation across grade level has occurred beyond standard performance fluctuations. Most importantly, the school has witnessed an annual steady increase in the number of students meeting or exceeding individual growth targets.

To Hillel, such progress is one of the most important elements of data, as we have chosen to target this growth yearly. Administration, faculty and families are very pleased as this can be observed in all three years of testing from Grade 6 all the way through Grade 10.

## **2. Using Assessment Results:**

The school uses assessment data to analyze and shape student and school performance as a part of daily practice. By continually collecting, disaggregating and analyzing the collected data, Hillel identifies which students are succeeding or failing, in which areas they are doing so and why. This information is then applied to every aspect of the school to guide practice.

At the administrative level, the principal establishes an intellectual framework to lead faculty professional development. Administrators monitor school-wide data themselves and report back to teachers on the progress made. The principal oversees faculty meetings that are developed by school, subject and grade level to ensure assessment results are used as a matter of course. The principal is the ultimate evaluator and analyzer of the collected data, as well as the initiator of programmatic change as and when it is deemed necessary.

The teachers monitor and evaluate the data of the students in their classrooms. They are charged with the development of individual learning plans for each child in the subject areas tested in order for students to achieve yearly growth targets. Through software created by MAP, teachers are able to identify the specific areas that the students should focus on within their individual action plans. Once these road maps are created and communicated to parents and students, the teachers differentiate classroom to maximize every student's learning potential. In particular, this drives students' online plans, individualizing what is learned from Study Island and Write to Learn. This also serves as the basis for all additional tutoring that students might receive through the school's after-school labs.

To fully monitor and guide student growth, Hillel also refers to data from Advanced Placement, SAT I and SAT II and ACT/PSAT/NMSQT testing, as well as criterion-referenced assessments. Each year, short-term and long-term goals for student success are established based on the results of the wide range of assessments. Noticeable weaknesses are identified and specific programs are developed to correct deficiencies. The administration regularly reviews school assessment data to strategically determine future school-wide goals. All decisions are made with thorough review of available data and best practice.

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

Communication has a critical role in the school's development of data driven decision-making. This takes place at all levels of the institution, and is communicated in a variety of formats. Hillel parents are updated on a continual basis through the school's interactive Web site and have access to student performance in all classes and on standardized testing in real-time via the private parent portal. Similarly, students have access to all class assignments, major assessments and a calendar of expected testing dates.

Reporting at the district – or school-wide – level takes place regularly throughout the school year. The Head of School monitors and reports district scores to the Board of Governors twice a year. In addition, regular monthly updates are communicated through Board minutes and are made available to all school parents. The district report card is also presented to all families at the Annual Meeting upon the close of second semester.

Administrators monitor school-wide data and report to the teachers on how they are doing as individuals, how the school is doing as a whole and where improvement is needed. Each month, at least one of the weekly faculty meetings is devoted to student performance and achievement. This allows grade level and subject specific teams to discuss general trends in student performance, as well as individual class and student achievement scores.

Teachers are the primary conduit in communicating assessment scores to students and their parents. Upon each testing session, parents are sent both numerical and graphical report cards outlining individual performance over the career of the student. Within a two-week period, teachers are responsible for meeting with parents and students to review these data reports. Parents are invited to school to have individual meetings regarding MAP performance and to participate in the development of the resulting action plan. Students meet with their teachers on an ongoing basis to track weekly progress if need be and the development of any individualized action plan will have a communication component along with published expectations regarding communication between school and home.

An exciting addition to Hillel's parent communication toolkit is the Head of School Educational Forum that hosts about 100 parents per evening. Recent topics have included Educational Technology, One Size Fits All No Longer, Global Citizens with Jewish Values and Distance Learning. Showcasing methodology and practice, Hillel communicates and strengthens its relationship with families specific to assessment results.

#### **4. Sharing Lessons Learned:**

Hillel is actively involved in sharing its successful strategies and lessons learned with colleagues locally, nationally and internationally through the Florida League of International Baccalaureate Schools (FLIBS) and IB Americas workshops.

Throughout the past 12 months, Hillel has made various presentations at FLIBS and has shared a range of samples with fellow schools. For example, a session about Hillel's language policy and the development of a successful dual language curriculum offered valuable insight to leadership of other schools. Hillel's arts faculty also have shared students' developmental workbooks with schools (i.e. Carrollwood Day School, Gulliver Academy, Howard Middle School), and teachers from Hillel along with colleagues from other institutions reviewed and critiqued Hillel's Honors Portfolio approach (Louise R Johnson Middle School, Brookside Middle School, Lexington Middle School).

Hillel is also active in the Association of Independent Schools of Florida. At the 2009 AISF Conference, Head of School Dr. Adam Holden presented planning strategies that maximize learning differences, embrace multiple assessments, integrate technology and utilize diverse learning styles and modalities in student-centered classrooms. At the 2010 conference, Lower School Assistant Principals Valerie Lustgarten and Tara Solomiany presented the integration of critical thinking techniques within the school's Singapore and Accelerated Math strategies. The upcoming 2011 conference will include presentations from Head of School Dr. Adam Holden and Educational Technology Specialist Seth Dimbert about global open-mindedness and lesson preparation via Internet programming.

Two years ago, Hillel sponsored a workshop in conjunction with the International Dyslexia Association (IDA), hosting Dr. Sally E. Shaywitz, professor of pediatric neurology at Yale University. This workshop was open to the general public at no cost and was attended by 300 of South Florida's educators, psychologists, speech and language professionals, and parents. Hillel's Nativ director, Dr. Carole Repensek, has presented at statewide workshops about reading and learning differences, addressed through the special Nativ program Hillel offers to educate children with special needs.

This school is passionate about sharing exemplary programs and proven strategies within the greater educational community.

## 1. Curriculum:

Hillel's rigorous curriculum includes core subject areas of English, mathematics, science, humanities (Social Studies), Judaic Studies, Hebrew, technology, arts and physical education. Grades 6-10 implement the International Baccalaureate's Middle Years Programme as a candidate school, developing students' knowledge, understanding, attitudes and skills necessary for today's modern world. Grade 9-12 courses also are offered at the college preparatory and Advanced Placement levels, as well as dual credit college courses.

The language arts curriculum for Grades 6-8 concentrates on English grammar, literature, vocabulary and composition. The program aims to develop a love of reading and appreciation for all forms of verbal expression. Progressing from Grade 6 to Grade 8, students are gradually exposed to more challenging reading and creative writing experiences that require greater skills of abstraction and inferential reasoning. In Grades 9-12, the program teaches language and an appreciation of its artistry as expressed in literature. Hillel strives to develop richly literate environments in which students become effective users of language, information and ideas. At all levels, students are exposed to multicultural selections of classic and modern works in a variety of genres.

The mathematics curriculum of Grades 6-8 offers a systematic progression of courses; algebra and geometry are offered as Upper School credits. Students solve problems using analysis, prior knowledge and synthesis. Students learn that there are often many solutions to a problem and are encouraged to pursue their personal solution of a problem rather than learn a set of algorithms. Hillel offers Grades 9-12 Algebra II, pre-calculus, calculus and Advanced Placement Calculus AB/BC and statistics.

The science department endeavors to retain the curiosity of childhood. Grades 6-8 offer introductory courses in life, Earth and Physical science. These courses prepare students to excel in Upper School biology, physics and chemistry. Emphasis is placed on experiences that show the standards in context (real-world connections) and require inquiry, problem solving, observation, research, and synthesis skills.

The humanities program in Grades 6-8 concentrates on American and world history, geography and cultures. Each course is presented in a thematic format, looking at the big ideas underlying the subjects being studied. Curricula enhance critical thinking skills, increase students' knowledge base and expand the ability to identify commonalities or themes. The goal is for every student to understand the role of the individual in terms of history, global stewardship and responsibilities as contributing members of society. In Grade 9, students take a survey of world history. In addition, students take a year-long Jewish History course, which can be taken at any time during their Upper School career. They also may enroll in Advanced Placement European history or psychology. In Grade 11, students take American history. The final year includes a semester of American government and a semester of economics.

Hebrew, Judaic Studies and Jewish History comprise Hillel's three-faceted Judaic program. Students must study Hebrew as a foreign language for five years. Students learn to use Hebrew as a means of practical communication with skills for study, work and leisure, to understand the integration of linguistic, cultural and social components, to gain an insight into the culture of the communities where Hebrew is spoken, and to enjoy language. Bible, ethics, Jewish philosophy, Jewish/Israel advocacy, Tefilah and Talmud are the bedrock of the Judaic Studies program. Through the study of sacred text, in conjunction with classroom discussion, students develop the knowledge, skill and values Hillel believes students must attain to deepen their commitment to Judaism, the Jewish People and the State of Israel.

All students in Grades 6-10 are required to take visual and performance arts courses. Grade 6 students take an introductory course in drama, Grade 7 students take an introductory course in music, and Grade 8 takes an introductory course in visual arts. In Grades 9-10, students choose from drama, music and visual

arts for a two-year continuous study. Grade 11-12 art options include newspaper, yearbook, arts/2-D, chorus and studio art, as well as AP studio art, music appreciation, acting, journalism, debate and public speaking and graphic design.

A five-year technology requirement cultivates critical and creative thinking skills. When students enter Grades 11-12, course options include computer applications, graphic arts, digital photography, web design, digital publishing, computer science and Advanced Placement computer science.

Hillel's five-year required physical education program focuses on individual movement, team social interaction and lifelong physical education instruction. It emphasizes physical activity, nutrition, wellness and teamwork, all of which are crucial habits to develop in these formative years.

Hillel adheres to the requirements established by the Florida State Legislature with the addition of specific Hillel requirements outlined in the graduation requirements.

## **2. Reading/English:**

The language arts curriculum for Grades 6-8 concentrates on English grammar, literature, vocabulary and composition. The program aims to develop an appreciation for reading and all forms of verbal expression. Building on the foundation established by the Readers and Writers Workshop model from Columbia University's Teachers College, students are gradually exposed to more challenging reading and creative writing experiences that require greater skills of abstraction and inferential reasoning.

In Grades 9-12, the program teaches language and an appreciation of its artistry as expressed in literature. Despite the fact that many of Hillel students are not native English speakers, the school strives to develop richly literate environments in which students become effective users of language, information and ideas. At all levels, students are exposed to multicultural selections of classic and modern works in a variety of genres. Collaborative learning activities enable students to work cooperatively and exchange and analyze ideas in small groups. Students use the writing process to publish personal portfolios of writing.

The assessment program includes both formative and standardized assessments which help drive our instruction and improve reading skills. Using data from MAP scores (NWEA) to identify areas of strength and weakness with respect to specific skill sets and enables the teacher and student to set goals on an individual basis. Data derived from MAP scores helps administration and faculty create flexible groupings to target instruction and also helps the students select books at appropriate reading levels by using the RIT ranges and Lexile scores.

Hillel uses online software Study Island, which follows the Sunshine State Standard, to build individualized learning programs focused on the improvement of performance in all areas tested. This Web-based program, gives built-in remediation within topics, so students develop prerequisite skills that enable them to progress to working at grade level. There is also an area of enrichment for those working above grade level to stay engaged and challenged by increasing the passing parameters on assignments, or assigning students to materials from higher grades.

All Hillel students are held to a high standard and an ESL Language Lab and Learning Center is available for those who need extra support, especially in the area of reading. These children are often mainstreamed in English classes where teachers collaborate and modify activities so that each child can reach maximum potential.

## **3. Mathematics:**

Hillel's math department offers a systematic progression of courses designed to prepare students for success in math. The curriculum is aligned with Florida Sunshine States Standards and the Principles and Standards of the NCTM, National Council of Teachers of Mathematics.

Course offerings begin with Grade 6 math. Here, operations are strengthened through the increased understanding of place value, estimation geometry, measurement and number theory. Students progress to Grade 7 math to continue developing those skills taught previously. Algebraic thinking is continually developed. Depending on the levels of the students, pre-algebra can begin as early as Grade 6. Grade 6-8 students transition from working primarily with arithmetic concepts and skills to working with algebraic concepts and skills. Algebra 1 is a rigorous course covering notation, language and properties of algebra including integers, rational and irrational numbers. Polynomials, factoring, and solving linear and quadratic equations, systems of linear equations, and graphing concepts are topics taught.

Grade 9-12 college preparatory classes comprise Algebra I, Geometry and Algebra II, with Calculus and Statistics electives.

To ensure success in the classroom for struggling students, math instruction is not limited to the daily math period. Every math teacher provides tutorial sessions and labs after school. This provides the student time for individualized assistance to promote a better understanding of concepts taught in the classroom. Students also may receive extra support through our Learning Center.

MAP testing is administered each academic year. Teachers use the data to identify the strengths and weakness of each student and prepare strategies to remediate deficient math skills as well as provide enrichment. This information is shared with both parents and students. At this meeting, the family is informed of the student's strengths and weaknesses. In addition, projected growth for the academic year is also shared.

Students are also provided access to Study Island, a Web-based program that provides standards-based instruction, practice, and testing with real-time reporting. Study Island uses adaptive testing technology to create individualized learning paths for each student, cycling students down, as needed, to lower levels of practice in skill areas that are building blocks for more difficult skills.

#### **4. Additional Curriculum Area:**

Hillel's mission is to prepare students for college and beyond. An education of sciences, humanities and technology lay such a foundation. The purpose of computer and design technology courses is to build on the foundation of computer arts established in the lower school years, to continue increasing understanding of technology and to improve creative problem solving skills.

In Grades 6-9, students investigate problems and use the technology design cycle as a tool to design, plan, create, and evaluate products/solutions. This includes research, critiquing student design and problem solving skills, practice and design through Internet resources and creative software, graphic design, search skills, and common program use.

With a specific technology course offering taught each semester, students learn the concept of a design cycle, which is based upon the premise of action research and is founded in the steps required for good problem solving. It is central to a student's understanding of design activities and to organizing his/her own investigation work. Each element of the design cycle presents how designers progress through the design process with the solution becoming progressively more refined at increasingly specific levels of detail.

In addition to the specifically taught classes of the design cycle, students implement technology in all their core curriculum classes. Technology works with each of the interdisciplinary studies; at least one unit per class, i.e. math, science, English and Hebrew, Judaic Studies, humanities and arts. At the higher grades, students take course offerings taught completely in a digital environment, including the teaching of advanced language arts, Advanced Placement social studies courses, and even distance learning options taught in the Global Learning Lab through Florida Virtual School. These contribute to a school curriculum by offering a distinctive way of learning where seeing, feeling, hearing, thinking and creating are combined in a powerful form of visual, aural and tactile affective communication. Through

technology, students working both cooperatively and individually have opportunities to research, identify and discuss issues; to provide insights, opinions, solutions and resolutions; and to reflect on, appreciate and evaluate the use technology in the learning process as a whole rather than as a distinct discipline.

The school also offers a formal track of technology based course options for students. The program of studies includes specific elective options for students including web design, graphic design, computer applications, computer programming, and Advanced Placement computer science.

The technology program integrates the MYP program with the Sunshine State Standards.

## **5. Instructional Methods:**

As a school founded upon the premise of differentiated instruction, Hillel fosters an environment in which students understand, own and value their role of learner. Classrooms are flexible in nature and function upon the philosophy that all students can develop all essential knowledge and skills effectively and efficiently, provided teaching is student-centered, dynamic and adaptive in nature.

Differentiation of instruction can be seen at all stages of the learning process and is integrated in a variety of forms. The most basic involves the adaptation of teaching methodologies to ensure assignments and assessments can be modified to meet the need of each student's learning plan. This is the primary focus of differentiation throughout Hillel. Teachers are encouraged to develop project-based assignments that, despite being outcome based, also allow students to demonstrate mastery of learning in a variety of ways. In addition, every class offers an Honor Portfolio for students who excel. Through additional work beyond the classroom, these students complete an interactive learning portfolio and ultimately earn honors credit for the course.

In addition to differentiation through instructional modification, Hillel offers a multitude of specialist classes designed specifically to benefit students who have educational needs beyond the typical classroom. These classes include a full complement of honors and Advanced Placement levels, as well as resource and learning center for students who need individualized, additional support. Instruction also includes a range of ESL English support – through an individual pull-out program and formal classes – and an Ulpan for those who have similar challenges with Hebrew acquisition.

The school also enjoys a partnership with Keshet School. This partnership on the Hillel campus teaches students in self-contained, partially contained and full-inclusion environments within the Hillel curriculum. As an additional resource, Hillel offers Nativ to Hillel students who have been diagnosed with dyslexia or other reading differences.

Students in every grade level can find classes that meet their individual educational needs, all the while reflecting our mission to maximize full potential.

## **6. Professional Development:**

With the formal adoption of the International Baccalaureate Program in Grades 6-10, the primary focus of school-wide professional development for the past two years has been directed toward ensuring that all faculty are fully trained to deliver the curriculum and that they understand the critical roles of assessment and student achievement.

To date, the school's administration and nearly every teacher have represented Hillel at a discipline specific workshop sponsored by IB Americas. At least one teacher from each discipline (arts, English language, Hebrew language, mathematics, science, humanities, Judaics, physical education and technology) has attended a category 1 workshop in the past three years to begin the facilitation of the Middle Years Program (Grades 6-10). Each has become the Hillel specialist leader of their respective area

of training, leading vertical workshops on the materials discussed with their colleagues. These teachers value the concept of supporting colleagues through internal workshops upon their return from training.

It is not simply through the attendance of external professional development workshops that the school aligns professional development with student learning. Special emphasis has been placed on both formative and summative assessment in daily classroom practice throughout the past two years. This has included the hosting of a two-day, official IB workshop on assessment of personal projects, writing across the curriculum and individual subject assessment. Hillel provided faculty members with specialized on-site training in the use of MAP as a diagnostic resource to guide individualized instruction, presented by NWEA. Specialist teachers have received training in the teaching of students with dyslexia, and those with ESL assistance.

Rounding out a modern program, Hillel's educational technology specialist hosts a variety of educational technology sessions introducing ways technology can further individualize classroom instruction and align student learning with academic standards as established by MAP growth expectations. Software training has included Study Island, Write to Learn, and Ning - Individual teacher Web pages.

## **7. School Leadership:**

Hillel's Grades 6-12 (Middle School and Upper School) are directly overseen by a single school principal, who in turn reports to the Head of School (Superintendent) who oversees all the schools on campus. The primary goal of the Principal is to lead the Middle School and Upper School's overall academic achievement of the students. This is accomplished through many different initiatives and in full collaboration with team leaders and department chairs.

The school also has spent the past two years working toward becoming an International Baccalaureate World School, offering the Middle Years Programme in Grades 6-10. This has led to major changes in the overall curriculum framework for the school where Hillel has focused on how students learn and how teachers prepare lessons so that lessons are actively engaging and educationally inspiring for students. In order to promote consistency of approach and the seamless integration of subjects, teachers are regularly involved in vertical and horizontal planning sessions. Here, teachers discuss topics like scope and sequence, interdisciplinary lesson planning and age-appropriate content.

The school also has many programs in place to address students of different ability levels. This includes accommodating students who require English as a Second Language (ESL), Nativ for dyslexia and reading differences and the Learning Center/Resource program. Every student works with an advisor, teacher or counselor to manage a successful path through graduation, in conjunction with the college preparatory Naviance program.

School leadership prioritizes relationships with parents and the community to help students reach their full potential. The administration regularly offers parent education workshops, parent-student-teacher conferences and team meetings with parents. These relationships enhance the overall Hillel experience for families *and* leadership.

The school also encourages students to become involved in programs beyond core academics. The administration and faculty have developed a wide array of team sports, arts programs and co-curricular clubs, and maintain a collaborative partnership with students to introduce leadership opportunities for them on campus. These programs cultivate well-rounded students, ultimately becoming students who perform better academically.

# PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Jewish

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
K	1st	2nd	3rd	4th	5th
<u>\$18330</u>	<u>\$19975</u>	<u>\$19975</u>	<u>\$19975</u>	<u>\$20700</u>	<u>\$20700</u>
6th	7th	8th	9th	10th	11th
<u>\$20700</u>	<u>\$25000</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$17464

5. What is the average financial aid per student? \$10030

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
14%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 29%

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 10                      Test: MAP (Measures of Academic Progress)  
 Edition/Publication Year: Most Current Publisher: NWEA Scores reported as: Scaled scores

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Sep	Sep	Sep	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	243	241	245	53	52
Number of students tested	54	57	68	56	57
Percent of total students tested	100	100	99	99	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<p><b>NOTES:</b> The most recent data our school is providing is from the Fall 2010 using the most current edition of the MAP (Measures of Academic Progress Assessment). Grade 10 is the highest grade which we test 90% of our student body. Our school introduced the MAP three years ago to replace PSAT/NMSQT. Scores for Spring 2008 and Spring 2007 represent the PSAT/NMSQT. Currently, Hillel does not disaggregate data regarding ethnicity as it is not compulsory to enroll. A policy adjustment is being applied so the school may collect this and related data regarding new families, as of 2011-2012. The note '60% Hispanic' reflects self-identity information provided by parents through the National Jewish Day School Parent Survey (2009, 2010).</p>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading                                      Grade: 10                                      Test: MAP (Measures of Academic Progress)  
 Edition/Publication Year: Most Current Publisher: NWEA Scores reported as: Scaled scores

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Sep	Sep	Sep	May	May
<b>SCHOOL SCORES</b>					
Average Score	230	230	234	51	50
Number of students tested	54	57	69	56	57
Percent of total students tested	100	100	100	99	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<p><b>NOTES:</b> The most recent data our school is providing is from the Fall 2010 using the most current edition of the MAP (Measures of Academic Progress Assessment). Grade 10 is the highest grade which we test 90% of our student body. Our school introduced the MAP three years ago to replace PSAT/NMSQT. Scores for Spring 2008 and Spring 2007 represent the PSAT/NMSQT. Currently, Hillel does not disaggregate data regarding ethnicity as it is not compulsory to enroll. A policy adjustment is being applied so the school may collect this and related data regarding new families, as of 2011-2012. The note '60% Hispanic' reflects self-identity information provided by parents through the National Jewish Day School Parent Survey (2009, 2010).</p>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 6                      Test: MAP (Measures of Academic Progress)  
 Edition/Publication Year: Most Recent Publisher: NWEA Scores reported as: Scaled scores

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Sep	Sep	Sep	May	May
<b>SCHOOL SCORES</b>					
Average Score	225	225	224	82	80
Number of students tested	61	68	74	73	75
Percent of total students tested	92	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<p><b>NOTES:</b> The most recent data our school is providing is from the Fall 2010 using the most current edition of the MAP (Measures of Academic Progress Assessment). Grade 10 is the highest grade in which we test 90% of our student body. Our school introduced MAP three years ago to replace SAT-10. Scores for Spring 2008 and Spring 2007 represent the SAT-10. Currently, Hillel does not disaggregate data regarding ethnicity as it is not compulsory to enroll. A policy adjustment is being applied so the school may collect this and related data regarding new families, as of 2011-2012. The note '60% Hispanic' reflects self-identity information provided by parents through the National Jewish Day School Parent Survey (2009, 2010).</p>					

11PV117

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                                      Grade: 6                                      Test: MAP (Measures of Academic Progress)  
 Edition/Publication Year: Most Current Publisher: NWEA Scores reported as: Scaled scores

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Sep	Sep	Sep	May	May
<b>SCHOOL SCORES</b>					
Average Score	218	217	218	75	74
Number of students tested	63	68	70	73	74
Percent of total students tested	93	100	95	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<p><b>NOTES:</b> The most recent data our school is providing is from the Fall 2010 using the most current edition of the MAP (Measures of Academic Progress Assessment). Grade 10 is the highest grade which we test 90% of our student body. Our school introduced MAP three years ago to replace the SAT-10. Scores for Spring 2008 and Spring 2007 represent the SAT-10 results. Currently, Hillel does not disaggregate data regarding ethnicity as it is not compulsory to enroll. A policy adjustment is being applied so the school may collect this and related data regarding new families, as of 2011-2012. The note '60% Hispanic' reflects self-identity information provided by parents through the National Jewish Day School Parent Survey (2009, 2010).</p>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 7                      Test: MAP (Measures of Academic Progress)  
 Edition/Publication Year: Most Current Publisher: NWEA Scores reported as: Scaled scores

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Sep	Sep	Sep	May	May
<b>SCHOOL SCORES</b>					
Average Score	231	230	233	84	80
Number of students tested	70	65	72	71	85
Percent of total students tested	99	94	97	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<p><b>NOTES:</b> The most recent data our school is providing is from the Fall 2010 using the most current edition of the MAP (Measures of Academic Progress Assessment). Grade 10 is the highest grade in which we test 90% of our student body. Our school introduced MAP three years ago to replace SAT-10. Scores for Spring 2008 and Spring 2007 represent the SAT-10. Currently, Hillel does not disaggregate data regarding ethnicity as it is not compulsory to enroll. A policy adjustment is being applied so the school may collect this and related data regarding new families, as of 2011-2012. The note '60% Hispanic' reflects self-identity information provided by parents through the National Jewish Day School Parent Survey (2009, 2010).</p>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading                                      Grade: 7                                      Test: MAP (Measures of Academic Progress)  
 Edition/Publication Year: Most Current Publisher: NWEA Scores reported as: Scaled scores

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Sep	Sep	Sep	May	May
<b>SCHOOL SCORES</b>					
Average Score	223	218	224	73	72
Number of students tested	71	69	74	71	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<p><b>NOTES:</b> The most recent data our school is providing is from the Fall of 2010 using the most current edition of the MAP (Measures of Academic Progress Assessment). Grade 10 is the highest grade which we test 90% of our student body. Our school introduced MAP three years ago to replace the SAT-10. Scores for Spring 2008 and Spring 2007 represent the SAT-10. Currently, Hillel does not disaggregate data regarding ethnicity as it is not compulsory to enroll. A policy adjustment is being applied so the school may collect this and related data regarding new families, as of 2011-2012. The note '60% Hispanic' reflects self-identity information provided by parents through the National Jewish Day School Parent Survey (2009, 2010).</p>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 8                      Test: MAP (Measures of Academic Progress)  
 Edition/Publication Year: Most Current Publisher: NWEA Scores reported as: Scaled scores

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Sep	Sep	Sep	May	May
<b>SCHOOL SCORES</b>					
Average Score	236	238	238	83	87
Number of students tested	61	70	69	83	92
Percent of total students tested	94	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<p><b>NOTES:</b> The most recent data our school is providing is from the Fall 2010 using the most current edition of the MAP (Measures of Academic Progress Assessment). Grade 10 is the highest grade in which we test 90% of our student body. Our school introduced MAP three years ago to replace SAT-10. Scores for Spring 2008 and Spring 2007 represent the SAT-10. Currently, Hillel does not disaggregate data regarding ethnicity as it is not compulsory to enroll. A policy adjustment is being applied so the school may collect this and related data regarding new families, as of 2011-2012. The note '60% Hispanic' reflects self-identity information provided by parents through the National Jewish Day School Parent Survey (2009, 2010).</p>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading                                      Grade: 8                                      Test: MAP (Measures of Academic Progress)  
 Edition/Publication Year: Most Current Publisher: NWEA Scores reported as: Scaled scores

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Sep	Sep	Sep	May	May
<b>SCHOOL SCORES</b>					
Average Score	226	226	227	70	77
Number of students tested	64	70	69	83	92
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<p><b>NOTES:</b> The most recent data our school is providing is from the Fall of 2010 using the most current edition of the MAP (Measures of Academic Progress Assessment). Grade 10 is the highest grade which we test 90% of our student body. Our school introduced MAP three years ago to replace the SAT-10. Scores for Spring 2008 and Spring 2007 represent the SAT-10. Currently, Hillel does not disaggregate data regarding ethnicity as it is not compulsory to enroll. A policy adjustment is being applied so the school may collect this and related data regarding new families, as of 2011-2012. The note '60% Hispanic' reflects self-identity information provided by parents through the National Jewish Day School Parent Survey (2009, 2010).</p>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 9

Test: MAP (Measures of Academic Progress)

Edition/Publication Year: Most Current Publisher: NWEA Scores reported as: Scaled scores

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Sep	Sep	Sep	May	May
<b>SCHOOL SCORES</b>					
Average Score	244	240	238	0	0
Number of students tested	59	59	69	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<p><b>NOTES:</b> The most recent data our school is providing is from Fall of 2010 using the most current edition of the MAP (Measures of Academic Progress Assessment). Grade 10 is the highest grade in which we test 90% of our student body. Our school introduced MAP three years ago to annually assess students in all grades. Prior to the introduction of the MAP our students in grade 9 were not tested using a norm reference assessment. Currently, Hillel does not disaggregate data regarding ethnicity as it is not compulsory to enroll. A policy adjustment is being applied so the school may collect this and related data regarding new families, as of 2011-2012. The note '60% Hispanic' reflects self-identity information provided by parents through the National Jewish Day School Parent Survey (2009, 2010).</p>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading                                      Grade: 9                                      Test: MAP (Measures of Academic Progress)  
 Edition/Publication Year: Most Current Publisher: NWEA Scores reported as: Scaled scores

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Sep	Sep	Sep	May	May
<b>SCHOOL SCORES</b>					
Average Score	232	227	228	0	0
Number of students tested	59	59	67	0	0
Percent of total students tested	100	100	97	0	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<p><b>NOTES:</b> The most recent data our school is providing is from Fall of 2010 using the most current edition of the MAP (Measures of Academic Progress Assessment). Grade 10 is the highest grade in which we test 90% of our student body. Our school introduced MAP three years ago to annually assess students in all grades. Prior to the introduction of the MAP our students in grade 9 were not tested using a norm reference assessment. Currently, Hillel does not disaggregate data regarding ethnicity as it is not compulsory to enroll. A policy adjustment is being applied so the school may collect this and related data regarding new families, as of 2011-2012. The note '60% Hispanic' reflects self-identity information provided by parents through the National Jewish Day School Parent Survey (2009, 2010).</p>					

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