

92.5%

Success rate in the matriculation exams in the "obstacle" subject in 2012/13, of all students who began the program¹

Tafnit Program for Matriculation- "Last Hurdle" Summary Final Report, 2013

Learning through the Accelerated Method for Narrowing Learning Gaps ("The Study Campaign");
Success rates in the matriculation exams among program participants and additional data

Report of activities in 51 high schools in 33 peripheral localities, with 1,505 participants, who, prior to joining the program, in the estimation of their school, were expected to fail the matriculation exam in one or more subject (the "obstacle subject") that constitutes their "Last Hurdle" to a matriculation certificate.
The activity was operated by the teaching staff from the participating schools.

Tafnit Program for Matriculation- "Last Hurdle" Under the Academic Accreditation of the School of Education at Tel Aviv University



The data in this report were provided by the participating schools and the statistical analysis is based on them.
All data and analysis in this report were examined and approved by the School of Education at Tel Aviv University

In partnership with:

Municipal education departments; Amal Network; Amit Network; Darca network; Checkpoint Software Technologies; Goldberg Charitable Trust; JFNA Social Venture Fund for Jewish-Arab Equality; Rosalinde & Arthur Gilbert Foundation; Glendore Society for Education and Welfare; Dr. Steve Solmon; Anonymous donors

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www.tafnit.rashi.org.il

¹ 92.5% - the share of those who succeeded in the matriculation exams in the "obstacle" subject in 2013, as a proportion of all participants who began studying in the program.

Tafnit Program for Matriculation- "Last Hurdle" Summary - Final Report 2013

Learning through the Accelerated Method for Narrowing Learning Gaps ("The Study Campaign"); Success rates in the matriculation exams within the program, and additional data

Report of activities in 51 high schools² in 33 peripheral localities, with 1,505 participants³, who, prior to joining the program, in the estimation of their school, were expected to fail the matriculation exam in one or more subject (the "obstacle subject") that constitutes their "Last Hurdle" to a matriculation certificate.
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Tafnit Program for Matriculation- "Last Hurdle"

Under the Academic Accreditation of the School of Education at Tel Aviv University



The data provided by the participating schools, the statistical analysis, all data in this report and the report it self were examined and approved by a team led by
Izhar Oplatka, Head, The Executive Program of Educational Administration and Leadership, The School of Education, Tel Aviv University,
with the participation of Ms. Idit Livne, **School of Education at Tel Aviv University**

² Not including one school which has since been closed and figures regarding which are therefore unavailable

³ 1,505 participants counting twice those students who took part in more than one activity. 1,348 studied a single subject, 69 studied two subjects, 5 studied three subjects and one studied four subjects.

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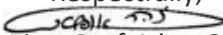
TEL AVIV UNIVERSITY  **אוניברסיטת תל-אביב**
THE JAIME AND JOAN CONSTANTINER
SCHOOL OF EDUCATION
בית הספר לחינוך
ע"ש חיים וג'ואן קונסטנטינר

January 10th 2013

To: Mr. Nissim Cohen
General Director, Yeholot Association
(Tafnit Program)
Rashi Foundation

**Subject: Approval of Data and Final Report -
Tafnit Program for Matriculation- "Last Hurdle" – 2013**

1. We welcome the activity of Yeholot Association (Tafnit Program), Founded by the Rashi Foundation, in high schools in the periphery.
2. I hereby certify that all the details, components and results of the Tafnit Program for Matriculation- "Last Hurdle" in 2012/13 were forwarded for our review. These data are based on written reports received from the participating schools in the Program in 2012/13 and refer to the following details and components:
 - a. School report on the preliminary mapping (performed before the beginning of the program).
 - b. School report on the decision making of the selected subject and its study units, on the appropriate participants, their number and the size of the group, based on the preliminary mapping.
 - c. School report that the chosen participants were identified by the school as students with no chance of succeeding in the matriculation exam in the selected subject.
 - d. School report on the grade level of the participants and classification of the students as "belonging to the target population" or to the "supplementary" group.
 - e. School report on the type of activity within the program- regular or independent/embedded.
 - f. School report on the starting participants and all the participants who completed or didn't complete the program (persistence).
 - g. School report on the final grades in the matriculation exam in the "obstacle" subject in the Program.
 - h. School report on eligibility and non eligibility for matriculation diploma among the 12th grade participants in 2012/13, and of the students who participated in the program in the previous year (2011/12) when they were in 11th grad and who completed 12th grade in 2012/13.
3. I hereby certify that the data of all the participating high schools in the Tafnit Program for Matriculation- "Last Hurdle" in 2012/13, the statistical analysis and all data in this report were examined and approved by us.

Respectfully,

Associate Prof. Izhar Oplatka

Cc:
Prof. Rafi Nachmias- Head of School of Education, Tel Aviv University

Part A - Main Results

A. 1- Results in All Participating Schools, 2012/13

1. In 2012/13, 1,505⁴ 11th - 12th grade Participants from 51 high schools in 33 peripheral localities took part in the program.
2. Participants had, in the estimation of their school, been expected to fail between 1 and 3 matriculation subjects (in most cases only on e subject was involved).⁵
3. 99.9 % of those who began studying in the program completed it (0.1% dropout rate- 2 participants).
4. 92.5% of the participants (1,392 participants out of 1,505) passed the matriculation exam in the "Obstacle" subject.
5. The average grade in the matriculation exams in the "Obstacle" subject, of all participating students (including those who did not succeed) was 70.2.
6. 79.3%⁶ of all 12th grade students in the program (770 out of 971) in 2012/13 with an "Obstacle" subject were eligible to a matriculation diploma due to their success in that subject in the matriculation exams.
 - a. 54 12th grade students defined as "supplementary" students (out of a total of 125 supplementary 12th grade students in the program) earned a matriculation certificate.
 - b. A total of 854 participating 12th grade students earned a matriculation certificate in 2013.
7. 73.2% (219 out of 299) of all the 11th grade students in last year's program (2011/12) , who graduated 12th grade in 2012/13 were entitled to a matriculation diploma due to their success in the "Obstacle" subject.
 - a. 33 "supplementary" students who were 11th graders in 2011/12 and who completed high school in 2013 attained a matriculation diploma as a result of success in the obstacle subject.
 - b. A total of 252 11th grade students in 2012 matriculation certificates upon completion of 12th grade in 2013.
8. In 2012/13 the program has resulted 1,076 students who attained a matriculation certificate.

A. 2- Schools that Embedded the Methodology and Operated the Program Independently

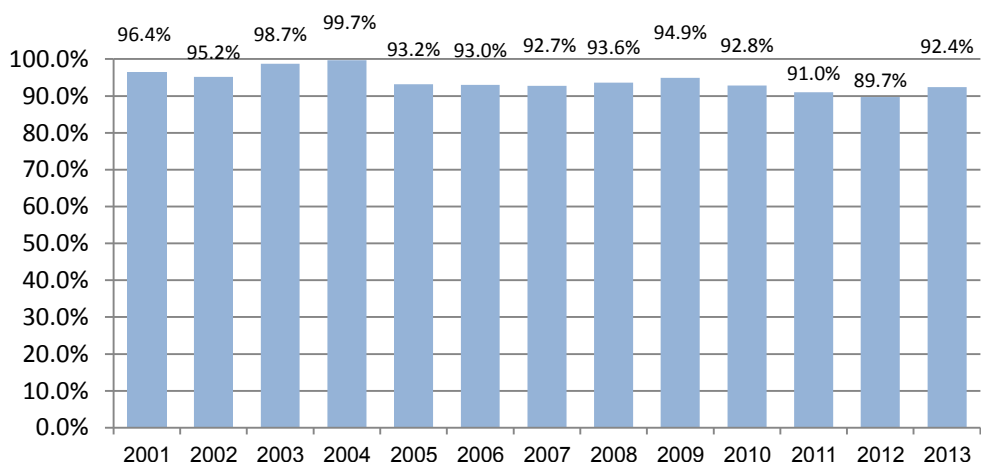
1. 22 schools (out of the 51 participating schools) in 14 communities incorporated the Program methodology and operated the program independently using their own funds.
In this model of independent operation, 247 11th and 12th grade students participated.
2. 100% of these who started the program finished it.
3. 94.6% of the participants (243 participants out of 257) passed the matriculation exam in the "Obstacle" subject.
4. The average grade in the matriculation exams in the "Obstacle" subject, of all participating students (including those who did not succeed) was 70.4.

⁴ See note 3

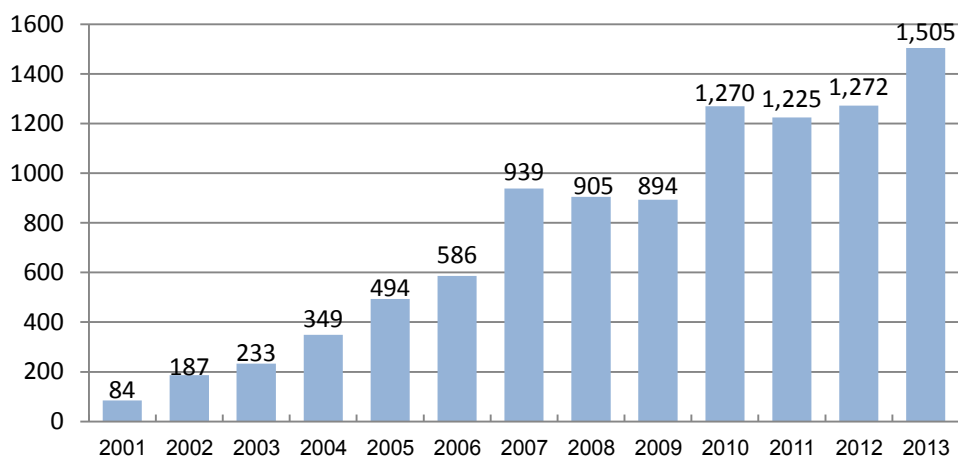
⁵ Including 69 students who were examined in 2 subjects, 5 in 3 subjects and one who was examined in 4 subjects, all of them Last Hurdle students.

⁶ Without double counting of students who studied more than one subject.

Graph 1: Success Rate on the Matriculation Exam in the Obstacle Subject Among Those Who Began the Last Hurdle Program, by Year



Graph 2: Number of Participants in the Last Hurdle Program, by Year



Clarification:

1. The data presented above show the eligibility rate among the participants (in one or more subject) in the Program who passed their exam in the obstacle subject. Prior to participation in the program, this subject considered their ("Last Hurdle") to a matriculation diploma according to the school evaluation
2. It should be noted, that this accomplishment of the Last Hurdle Program is in addition to ongoing work of the schools themselves, carried out over several years prior to and often during the program itself, and which have led the students to success in the other matriculation subjects.
3. The success rates of the program in 2012/13 as reported above, were accomplished by teachers from the participating schools (guided by the pedagogical instructors from Yeholot), who operated the Program. This demonstrates our belief, which has become a principle and a strategic component in the program, that existing school teachers can succeed with every student.
4. As reported, some of the schools went through a training and integration process, and operated the Program independently (allocating their own funds to cover all costs). In this way, we put into practice another principle and strategic component in the program, according to which, the Accelerated Method for Narrowing Learning Gaps, after having demonstrated its effectiveness, can be embedded in routine school operations.

Part B – Data & Definitions

1. In order to analyze the Program results, data reports were collected from all the participating schools in 2012/13. The reports included all the program components, including details on the participating student and their results, and referring to the following details:
 - a. The school's report on the preliminary mapping (performed before the beginning of the program).
 - b. The school's report on the decision making regarding the selected subject and its study units, the appropriate students and the size of the group, based on the preliminary mapping.
 - c. The school's report that the chosen participants were identified by the school as students with no chance of success in the matriculation exam in the selected subject.
 - d. The school's report on the grade level of the participants and classification of the students as matching the target population or matching for the ' supplementary ' group.
 - e. The school's report on the type of activity within the program- regular or independent and embedded.
 - f. The school's report on the starting participants and all the participants who completed or didn't complete the program (persistence).
 - g. The school's report on the final grades in the matriculation exam in the "obstacle" subject in the Program.
 - h. The school's report on eligibility and non eligibility for matriculation certificate among 12th grade students who participated in 2012/13, and among students who participated during the previous year (2011/12) when they were in 11th grade and who completed 12th grade in 2012/13.
2. In 2012/13, 51 schools participated in the Program. The report does not include data for all 51 schools. It does not include two schools whose student population differs from that of the program's target population. In addition, one school was closed and data was therefore unavailable.

Definitions

- Successfully passing matriculation exams- a student who, according to the participating high school, received a final grade of 55 points or higher in the matriculation exams.
- Eligible for a matriculation certificate – a student who, according to the participating high school, is eligible for a matriculation certificate.
- Participants: Total number of participants includes double counting of students who took part in more than one group. (The program, in accordance with the subject matter and number of hours required, is operated on a semester and sometimes on trimester basis so it is possible for a student to participate in more than one activity during school year).
- Last Hurdle Student: A student who according to preliminary school mapping is expected to successfully pass all subject matters for matriculation apart from one to three subjects that will prevent him from being eligible for matriculation, and who took part in Last Hurdle activities with the goal of passing the exams and obtaining a matriculation certificate. In most cases there is only one obstacle subject.
- Supplementary Student: A student who according to preliminary school mapping is not expected to pass two or more subjects and who participated in Last Hurdle activities for some of these subjects, knowing in advance that this would not necessarily guarantee that he will be eligible for matriculation.

All data are confidential and were collected only for analyze and calculation of the compiled data.

The data provided by the participating schools, the statistical analysis, all data in this report and the report it self were examined and approved by a team led by **Prof Izhar Oplatka, Associate Prof., Head, The Executive Program of Educational Administration and Leadership, The School of Education, Tel Aviv University**, with the participation of Ms. Idit Livne

Part C– Goal and target population

1,505 participants from 51 high schools in 33 peripheral localities, who failed or who, in their schools estimation, have no chance of passing their exams in a subject which is required for a matriculation certificate, as well as supplementary students with more than one obstacle subject.

These participants study according to the Yeholot Association's Accelerated Method for Narrowing Learning Gaps and successfully pass the matriculation exam in the obstacle subject.

Mapping, selecting students, subject of study, and size of study group.

1. Each school mapped the participants among 10th - 12th grade students, identifying an obstacle subject and potential participants. An obstacle subject was set on condition that it would prevent at least 12 students (in the case of independent last hurdle groups – 7 students) from being eligible for a matriculation certificate, as per the results of the preliminary mapping. As stated above, students are considered potential participants if the preliminary mapping identifies them as having failed the subject of study and likely to do so again in the future, or who have not yet been examined in the subject in question but are expected to fail when they do take the exam. Since the students were identified in the manner described above, the results of the preliminary mapping constitute the sole criteria for acceptance into the program.
2. To these potential participants (with only one obstacle subject), supplementary participants with an additional Obstacle subject were added, so that the group may reach a size of 20-25 from each school for each matriculation subject (8 to 15 for independent Last Hurdle Groups). It is known in advance that these supplementary students may not be eligible for a matriculation certificate even if they pass their exams in the obstacle subject.

As previously mentioned, there were a total of 1,505 participants in the program from 11th and 12th grade, as follows.

- 1,334 of them conformed to the basic entry criteria: 298 11th grade students and 1,036 12th grade students.
- The remaining 171 participants from 11th and 12th grade were supplementary participants. (Details on program participants who, according to the preliminary mapping, conformed to the basic entry criteria, as well as supplementary participants in 2012/13 can be found in table 8 in the attachments to this report).

Part D – Method

The method of accelerated reduction of learning gaps (“The Study Campaign”) – summary⁷

A. Aside from a tiny number of exceptions to the rule, **everyone is able to succeed in school and achieve impressive results**. The cognitive ability needed for academic success in school is within the capability of anyone who is not mentally retarded. There are some children who need more help than others and/or a different approach and/or a different rate of studying, however, in one way or another every child is able to succeed at school. Assumptions like these also form the basis of the programs of T. Seizer (see S. Sharan, Shachar, H., & Levin, T., 1988⁸) and H. Levin (1997⁹) and others.

B. Every September thousands of students begin studying in 1st grade, with excitement, motivation and enthusiasm on the part of the student, their parents and siblings. The excitement carries with it immense expectations from the school – expectations for academic success, happiness, acquiring knowledge, self-fulfillment, developing cognitive potential and carving out a future path of success through academic achievement in school. However, as we know, for some students and their parents **these dreams and hopes are shattered within a few weeks or months**.

Some of the students begin to accumulate failures in their studies – the failures are usually public, daily, and expressed through various tests and/or examinations (even if they are informal), in several school subjects. These failures are often recorded as marks or written evaluations, also in the report cards presented to the parents, so recently filled with such hope.

Despite this, students who have not yet mastered basic skills will graduate to 2nd and 3rd grades and beyond, with some of them continuing to accumulate failures at various rates of consistency. **The system tends to call these students “underachievers” or other alternate names**. These children, due to the ongoing continuity of failures, form a subjective, false, and failing opinion, according to which their chances of achieving impressive results are slim. This subjective, false and failing outlook is developed over years of being unsuccessful again and again, and is reinforced with each additional “failure”. This “false awareness” is passed on in waves to classmates, peers, parents, teaching staff, school management and others. In this way **an interactional-symbolic process develops, outside the control of the “under-achiever”, working as a “vicious circle” reinforced by every additional failure, and leading to lack of motivation and despair**.

In most cases, as a result, these students are channeled into low-level groups in junior high schools and inferior study tracks (in high schools) with low-grade curricula, lacking relevant future and continuous orientation, and “broadcasting” low expectations and with “slow” teaching.

For these reasons and due to the increasing lack of motivation, **the scholastic discrepancy between the “under-achiever” and the “successful pupils” grows larger and larger until it is virtually unbridgeable, without the use of unique and complex methods** (for example, in our experience, the academic gap between the ‘C’ and ‘A’ groups in mathematics in the 8th grade is usually more than one year’s study and often far greater; this is without measuring gaps in other academic subjects).

C. **The false subjective opinion that the “unsuccessful” pupil is caught up in, contradicts the school’s demands from him to fulfill his role as a pupil and achieve high grades. Due to this contradiction the “under-achiever” develops cognitive-dissonance, which is often only escaped by rationalizations**, also expressed by non-conforming behavior or declarations that study is unnecessary or similar, hidden dropout, and in some cases, because of profit-loss calculations (see Boudon, R., 1973¹⁰), as well as actual school dropout, which occurs particularly in low groups and tracks, mainly during the transition from 9th to 10th grade. In this way the low group becomes a “storehouse” for future dropouts and even a “storehouse” **for turning to social deviation, as an alternative** and illegitimate channel for unfulfilled success at school, and achieving legitimate goals (Merton¹¹, R., 1984) and as a “formation – reaction” mechanism (according to Cohen, A.¹², 1967) expressing anger, estrangement and revenge at the system, and explaining the behavior of those belonging to the “criminal subculture” (ibid, 1967).

⁷ All rights reserved for “The Accelerated Method Of Reduction Of Learning Gaps (“The Study Campaign”) to Nissim (Max) Cohen (M.A.), developer of method.

⁸ Sharan S, Shachar C & Levine, T. (1988). Reorganization of the schedule in high schools, the Atlas Project. In *The innovative school: organization and instruction*. (197-203). Tel Aviv: Ramot. [in Hebrew]

⁹ Levine, H. (1997). Accelerated Schools – Background, Philosophy, and Principles. In E. Paldi, *Education and the Challenge of Time*. (132-141). Tel Aviv: Ramot. [in Hebrew].

¹⁰ Boudon, R. (1973). *Education, Opportunity, and Social Mobility*. (216-219). N.Y. Wiley.

¹¹ Merton, R. (1984). Social Deviation. In *Man in Society, Introduction to Sociology*, Unit 2. (25-33). The Open University. [in Hebrew]

¹² Cohen, A. (1967). Delinquent Boys, the Culture of the Gang. *Megamot*, 9(1), 19-42. [in Hebrew].

On an individual level, accumulating failures already during the initial stages of education, followed later by placement into low-grade groups and tracks is **depressing and frustrating**, with long term negative repercussions on the student's subjective belief as to his ability (and the way others perceive it) and on his future status and employment, and due to the lack of upward mobility to higher groups, even seals his fate at a young age. This dependency is also, additionally, suffered by the student's parents, who often blame themselves for the failure.

D. In accordance with research findings (see Horn, K.G., 1990¹³) we can conclude that the reasons for lack of academic success (often resulting in school dropout) **are not principally cognitive**, but **sociological, cultural, psychosocial, systemic, and organizational**.

They can be roughly divided into two groups:

1. **Internal independent school variables** – such as the school building, labeled tracks and groups resulting in self-fulfilling prophecies, “shallow” irrelevant curricula without challenging future orientation, and low expectations that suppress students' existing cognitive potential and lead to “failures”. Similarly, the “anonymity” pointed out by Seizer (see also S. Sharan, Shachar, H., & Levin, T., 1988)¹⁴ and others
2. **External independent school variables** – reasons the school often regards as ones over which they have no control, such as the effect of the residential environment, lack of support by other significant people, lack of positive models for imitation, emotional reasons due to the student's personality or life circumstances etc.

E. As we have already written, in order to liberate the students with whom the school has failed and are in danger of actual dropout, from repression, and to significantly progress to appreciably raise their academic success according to universal criteria, we need to act on 4 levels, as suggested in the method of accelerated reduction of learning gaps (“The Study Campaign”):

1. We need to **change and overturn the “false consciousness”** which holds the student captive (along with his parents, teachers, the school management, his peer group, and the group of students he belongs to), and because of which he cannot reach impressive achievements.

This is done by renewing and updating study processes (preferably in the “basic” subjects which are considered “difficult”, such as math), which lead these students to a chain of successes and high achievements according to universal criteria (such as matriculation examinations, standardized tests) within relatively short amounts of time, accompanied by relatively great effort by the student, and operating an inner “control focus” process, a chain of real academic successes, and a dialogue in which the connection between effort and success is made clear to the student.

The success achieved in a comparatively short amount of time provides the first factual layer of an infrastructure of new awareness which differs from previous beliefs.

2. The operating process must provide a holistic, structural response to the **school's internal variables**, which explain lack of academic success. Activities such as challenging, relevant curricula, which can help us achieve upward mobility relative to the school's hidden and revealed structure (sets, tracks) with full and genuine support from the school management and its teachers. This operating process creates a challenging and relevant goal for the student, and transmits high expectations to him.

3. The operating process must provide a holistic, structural response to the **school's external variables**, which explain the school's lack of success, such as small study groups, providing an emotional response to the students' needs through a leader (coordinator) who develops a deep emotional bond with the student and can provide a figure to identify with, and serves as a “significant other” and address for any problem or issue. A “diffuse” relationship (as opposed to specific) of the study staff with every student.

To make this possible, we must focus on a relatively small number of subjects, and a relatively small number of students, for the study staff to teach.

The parents are partners, agree to the entire process and are active within it. The learning process is in groups, by opening a study group which serves as a social group that is supportive regarding study, and

¹³ Horn, K.G. (1990) *the Limits and Potential of School Education*. Jerusalem: Academ. [in Hebrew]

¹⁴ Sharan, S., Shachar, H. and Levin, T. (1999). “The Innovative School: Organization and Instruction”. Westport, Conn.: Bergin & Garvey

positively competes in its influence in relation to the peer group (where the norms are sometimes the opposite of the suggested process); All of this in a respectful way and with acceptance of cultural pluralism.

4. Due to the great academic gaps which these students have accumulated, the renewed learning process aimed at challenging, relevant, and leading goals, serves to narrow the large academic gap which can be measured as several years of school study. Therefore, it would seem the only way to close this gap is **accelerated study** of a **relatively large amount of material, in a relatively short amount of time. This does not mean fast study. We mean study that is more effective than usual, with more time devoted to it, in a shorter period of time than usual.** For this reason there is learning in the afternoons and evenings and on vacation days. The study process includes beginning individual and group motivational processes, before and during learning, drama, non-routine activities, change of study environment, and concentration on a limited number of subjects.

Operating all of these four essential components in their entirety, comprises accelerated learning, creating a synergetic, unusual, flow of renewed and accelerated study, which gradually becomes more powerful and allows far more effective study than usual, even with students who do not believe in their ability to succeed. From a condition of educational dysfunction they return to a routine of effective study.

5. Additional pedagogical principles translated into daily actions in school:

- Determination and result-oriented thinking
- A chain of study successes for every student at every study session
- Staff commitment and responsibility to the results
- Constant individual follow-up
- Teamwork
- Increasing opportunities for success
- Flexible learning time

The accelerated method for the reduction of learning gaps ("The Study Campaign") was developed in 1995 by Nissim Cohen out of recognition of the importance and implications of acquiring education in general and matriculation in particular, regarding the happiness, occupation, and future status of the individual, as well as the future and reputation of the school and the community.

The method provides a non-orthodox reply to the need to increase scholastic success and fulfilment of personal potential, mainly among students with perception of "being unable" as a result of accumulated "failures" at school in many disciplines (these students are placed by schools in the lowest tracks or channelled out of school), or in one or several subjects (including some students whom are placed in relatively more advanced tracks).

The "Study Campaign" is a small scale structural change made by establishing a small and new organization, (within school) that operates "holistically" according to the following principles:

- Preliminary motivational process – at individual and group level – students, parents, teachers, school principals, educators, and community representatives.
- Focusing on one subject (discipline) or a small number of subjects.
- Curriculum –Pygmalion (unforgiving) and relevant, accompanied by a clear, measurable, and agreed disciplinary study target.
- The length of "The Study Campaign" period: 4-6 weeks.
- "Accelerated" teaching, determined and accompanied by a change in routine, and dramatization including a change of study environment.
- Interaction with significant others.
- Making successes public knowledge.
- Result-oriented thinking and teaching.
- Flexibility and change as a norm.
- "Not-alone:" constant support and guidance by the leader (coordinator). Studying and targets are collective.
- Study group – a social group.
- Constant individual follow-up (strict daily and periodical "dynamic mapping").
- Constant and determined reduction of gaps.

- Simultaneous learning and practice – no homework (at least during the first stage).
- Reduction/cancelling of anonymity – small study groups.
 - Focusing on one or a limited number of subjects.
 - Coordinator – A “significant other” with many hours of employment and “diffusive” (the opposite of concrete) relations with the students.
 - Personal and “diffusive” intensive interaction between teaching team and students.
- Actual daily success from day 1 (“success tests”).
- Team work – coordinator, teachers, co-teachers.
- “Personal flexible time” and differential investment in the students.
- Constant external control of scholastic success.
- Periodic performance checks of targets and corrections when needed.
- “Leader” and “leadership” based on coordinator and school management.

Coordination, teaching and tutoring in the Yeholot Last Hurdle for Matriculation Program

The program in 2012/13 was operated in cooperation with the Ministry of Education inspectorate, the Southern, Northern and Haifa regions for the Ministry, the Five Year Plan for the Bedouin and Druze sectors, municipal education departments, and led by the principals of participating schools.

Program coordination – all coordinators in all the schools are teachers from participating schools.

Teaching – carried out by the teachers in the schools. Only in exceptional cases – by teachers from outside the schools.

Disciplinary guidance – by the subject coordinators/ teachers from the participating schools (subject coordinators).

Tutoring – university students.

Pedagogical guidance and training

Pedagogical guidance – by the Yeholot Association's staff of pedagogical instructors.

Training – program coordinators, teachers and tutors participate in coordinators course for the implementation of Yeholot's Accelerated Method for the Reduction of Learning Gaps, and receive pedagogical training from the Yeholot Program staff all along the way.

During the program, individual pedagogical guidance is also given.

All the position holders (teachers, disciplinary instructors and tutors) participated in a special training before the beginning of the program and were pedagogically instructed all along the Program.

Part E – Quantitative Results

E.1. Quantitative results of all the participants in the Program

- 1,505 students from 51 high schools in 33 peripheral localities participated in the program.
- 92.5% (1,392 out of 1,505) students passed their matriculation exam in the “Obstacle” subject.
- The average grade in the matriculation exams in the “Obstacle” subject, of all program participants (including those who were unsuccessful) – 70.2 (standard deviation- 12.2).

Table 3 - Summary of quantitative results of all the participants in the Program

3a. General Data, Last Hurdle Program 2012/13

Total number of participants	1,505
Number of Schools	51
Number of communities	33
Number of Matriculation Subjects	11
List of Matriculation Subjects	Math (3 units); English (3 units); History (A/B); Civics (1 or 2 units); Bible (2 units); Language (A/B); Hebrew for Arabic Speakers (2 units); Arabic (3 or 4 units); Druze History (2 units).

Number of Participants who successfully passed their matculation exam in the obstacle subject	1,392
Share of those who began the program who passed their matriculation exam in the obstacle subject	92.5%
Number of 11 th grade participants defined as Last Hudle Participants	298
Average final grade in the matriculation exam in the obstacle subject	70.2
Standard Deviation	12.2
Number of participants who dropped out of the program	2
Percentage of participatns who dropped out	0.1%

3b. Data on 12th graders in the pgoram, 2012/13

Number of students defined as Last Hurdle participants	971
Number of students in the target group who matriculated (as a result of passing the exam in the obstacle subject).	770
Share of students, including Last Hurdle and Supplementary students, who matriculated (as a result of passing the exam in the obstacle subject).	79.3%
Number of 12 th grade students defined as Supplementary in 2012/13	125
Number of 12 th grade supplementary students who matriculated (as a result of passing the exam in the obstacle subject).	54
Total number of 12 th grade students who matriculated (as a result of passing the exam in the obstacle subject).	824

3c. Data on 11th Graders in the Program, 2011/12

Number of 11 th Graders	389
Number of 11 th Graders defined as Last Hurdle Students	299
Number of 11 th Graders who matriculated at the end of 12 th grade (as a result of succeeding in the exam in the obstacle subject in 2011/12).	219
Students matriculating as a share of 12 th grade students in 2012/12 who participated in 2011/12 and who were defined as Last Hurdle Students	73.2%
Number of 11 th graders defnied as supplementary students who matriculated in 12 th grade in 2012/13 as a result of success in their matriculation exams in 2011/12	33
Total number of 11 th graders who matriculated in 12 th grade in 2012/13 (as a result of success in their matriculation exams in 2011/12) – Last Hurdle and Supplementary	252

3d. Eligibility for Matriculation, 2012/13

Total number of students matriculating in 2012/13 as a result of succeeding in the exam in the obstacle subject (12 th Graders in 2013 and Students who participated in 2012 when they were in 11 th grade).	1,076
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E.2. Quantitative results of the participants in those schools which embedded the Program methodology and operated the program independently

- 257 students from 22 high schools in 14 peripheral localities participated in the program.
- 94.6% (243 out of 257) students passed their matriculation exam in the "Obstacle" subject.
- The average grade in the matriculation exams in the "Obstacle" subject, of all independently operated program participants who took the exam (including those who were unsuccessful) – 70.4
- 86.5% of the 12th grade students (148 out of 171) were eligible for a matriculation certificate (after succeeding in the matriculation exam in the "Obstacle" Subject) in relation to prior expectations.
- In addition, 15 Supplementary 12th grade students participated (students who, according to the preliminary mapping, had more than one obstacle subject, and who joined the program on the basis of space available). Six of these obtained a matriculation certificate as a result of their successfully passing the exam in the obstacle subject.
- The independent- embedded activity in 2012/13 has resulted 154 students who attained a matriculation diploma**

Table 4 - Summary of quantitative results in the schools that embedded the Program methodology and operated the program independently

Total number of participants	257
Number of schools in the program	22
Number of communities	14
Number of Matriculation Subjects	7
List of Matriculation Subjects	Math (3 units); English (3 units); History (A/B); Civics (1 or 2 units); Bible (2 units); Arabic (3 units); Hebrew (3 units).

Number of program participants who succeeded in the matriculation exam in the obstacle subject	243
Share of those who began the program who passed their matriculation exam in the obstacle subject	94.6%
Average final grade in the matriculation exam in the obstacle subject	70.4
Standard Deviation	12
Number of 12 th grade students defined as Last Hurdle Students	171
Number of students from the target group who matriculated as a result of passing the exam in their obstacle subject.	148
Share of 12 th Graders who matriculated, of those defined as Last Hurdle	86.5%
Number of Supplementary Students who matriculated as a result of passing the exam in their obstacle subject.	6
Total number of students who matriculated in 2012/13 as a result of passing the exam in their obstacle subject, Last Hurdle and Supplementary students, in independently operated Last Hurdle Groups.	154

Part F – Eligibility for matriculation certificate among 12th grade students in the program

1. 971 12th grade students defined as Last Hurdle participants¹⁵ took part in the program.
770 of the above-mentioned 12th grade students (79.3%) were eligible for a matriculation certificate, after succeeding in the matriculation exam in the “Obstacle” subject.
(For details on the participants and results by school, school mapping results for the students who took the matriculation exams in summer 2012/13, expected matriculation rate and number of actual matriculation certificates amongst 12th grade students in the program- **see appendices**)
2. In addition, 125 students defined as supplementary students¹⁶ took part in the program. 54 of these obtained matriculation certificates as a result of passing the exam in their obstacle subject after taking part in the program.
3. **A total of 824 12th grade students who participated in the Program were eligible for a matriculation certificate in 2012-13¹⁷.**
4. As presented in Part 7 (below), 219 out of 299 students in the program (73.2%), who were in 11th grade in 2011/12 attained a matriculation certificate when they graduated 12th grade in 2012/13, as a result of their success in exam in the obstacle subject, within the program framework. Another 33 supplementary students matriculated as a result of participating in the program. **A total of 252 participants who were in 11th grade in 2011-12 matriculated in 2012-13 upon completion of 12th grade.**
5. **The program in 2012/13 has resulted 1,076 students who attained a matriculation diploma.**

Part G: Progress Report on Eligibility for Matriculation Certificates for 11th Grade Students Participating in the Program in 2011/12 Who Graduated in 12th Grade in 2012/13

1. 299 11th grade students who were defined as Last Hurdle Students participated in the program in 2011/12.
2. At the end of the 2012/13 school year these students finished 12th grade and 219 of them (73.2%) matriculated after passing the exam in their obstacle subject. In addition, 33 supplementary students matriculated after passing their obstacle subject.

(Details on the participants and expected matriculation rate following success in the matriculation exam under the Program's framework- 2011/12 data, and the percentage of those matriculating at the end of 12th grade in 2012/13 – tables 11, 12, 14).

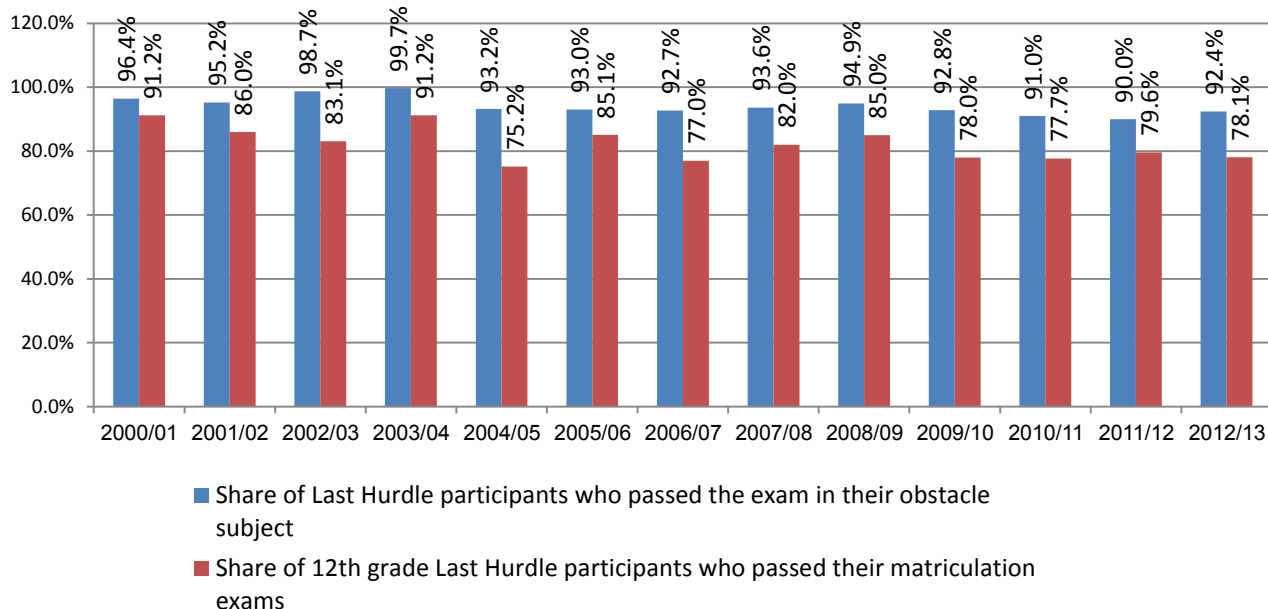
¹⁵ See definition on page 8.

¹⁶ See definition on page 8.

¹⁷ Not including 226 others who were eligible for matriculation, students who were in 11th grade in 2011/12 and who concluded their studies in 2012/13. Details on these students in chapter 7.

Part H – Appendices

Share of Last Hurdle Participants who Passed the Exam in their Obstacle Subject and the Share of 12th Grade Last Hurdle Participants who Passed their Matriculation Exams



Graph 6: Yeholot Last Hurdle for Matriculation 2012/13: Total Number of Participants and Participants by Type of Operation: Regular or Independently Funded

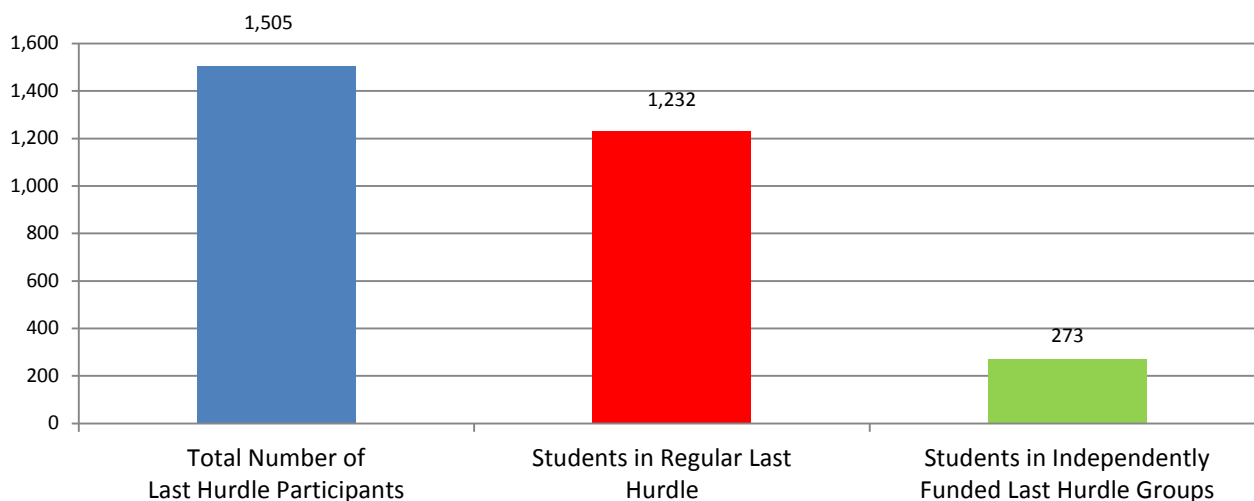


Table 7: Communities, Schools and Participants 2012/13

Region	Community	Type	School	Grade	Subject	Units	Students
South	Ofakim	Regular	Religious	th12	Math	3	13
South	Ofakim	Regular	Y.Tichonit	th/12th11	Math	3	16
South	Ofakim	Regular	Interdiscipl	th12	Civics	2	20
South	Ofakim	Regular	Interdiscipl	th12	Math	3	19
South	Ofakim	.Ind	Interdiscipl	th12	English	3	6
South	Ofakim	.Ind	Interdiscipl	th12	History	2	7
South	Beer Sheba	Regular	Tuviyahu	th12	Math	2	13
South	Beer Sheba	Regular	Makif 3	th12	Math	3	14
South	Beer Sheba	Regular	Makif 3	th12	לשון	2	15
South	Beer Sheba	Regular	Makif 3	th/12th11	Math	3	22
South	Beer Sheba	Regular	Makif 3	th11	History A	1	12
South	Beer Sheba	Regular	Makif 3	th/12th11	'History B	1	13
South	Beer Sheba	Regular	Makif 7	th12	Math	3	20
South	Beer Sheba	.Ind	Makif 7	th12	תנ"ך	2	17
South	Beer Sheba	Regular	Makif 8	th11	לשון	2	18
South	Beer Sheba	.Ind	Rager	th12	תנ"ך	2	14
South	Beer Sheba	Regular	Rager	th/12th11	Math	3	19
South	K. Malachi	Regular	Amit	th/12th11	Bible	1	28
South	K. Malachi	.Ind	Amit	th12	History	2	10
South	K. Malachi	Regular	Amit	th/12th11	Math	3	18
South	K. Malachi	.Ind	Amal	th/12th11	Language B	2	17
South	Gedera	Regular	Ilan Ramon	th11	Math	3	12
South	Gedera	Regular	Ilan Ramon	th11	History	2	17
South	Gedera	Regular	Net.Noam	th11	History	2	15
South	Dimona	Regular	Lehman	th12	History	2	17
South	Dimona	Regular	Zunman	th/12th11	History B	1	20
South	Abu Basma	Regular	Abu Krinat	th11	Math	3	20
South	Abu Basma	.Ind	Abu Krinat	th12	Arabic	3	10
South	Abu Basma	Regular	Elwashla	th12	English	3	12
South	Abu Basma	Regular	Elwashla	th12	Arabic	3	12
South	Abu Basma	.Ind	Elwashla	th12	Arabic	3	12
South	Hura	Regular	Alnur	th12	עברית	3	10
South	Hura	Regular	Alnur	th12	Math	3	10
South	Hura	.Ind	Alnur	th12	Civics	2	10
South	Hura	Regular	Elsalam	th11	Math	3	20
South	Hura	.Ind	Elsalam	th11	Civics	2	9
South	Hura	Regular	Rabin	th12	Math	3	21
South	Hura	.Ind	Rabin	th12	עברית	3	11
South	Kseife	Regular	Abu Rabia	th12	Civics	3	11
South	Kseife	Regular	Abu Rabia	th12	Arabic	3	12
South	Kseife	.Ind	Abu Rabia	th12	Arabic	3	12
South	Kseife	Regular	Elfarouk	th12	Arabic	3	24
South	Kseife	.Ind	Elfarouk	th12	Math	3	12
South	Laqja	Regular	Amal	th12	Math	3	25

Table 7 Continued: Communities, Schools and Participants 2012/13

Region	Community	Type	School	Grade	Subject	Units	Students
South	Laqia	.Ind	Amal	th12	History	2	15
South	Arara	Regular	Alnur	th11	Math	3	20
South	Arara	.Ind	Alnur	th11	Civics	2	10
South	Arara	Regular	Arara	th12	Math	3	20
South	Arara	.Ind	Arara	th12	Civics	2	10
South	Rahat	Regular	Alnajah	th12	Arabic	3	20
South	Rahat	.Ind	Alnajah	th11	Math	3	10
South	Rahat	Regular	Alnur	th12	Arabic	3	12
South	Rahat	.Ind	Alnur	th11	Civics	2	12
South	Rahat	Regular	Alnur	th12	Math	3	12
South	Tel Sheva	Regular	Y.Alon	th12	Arabic	3	20
South	Tel Sheva	.Ind	Y. Alon	th12	Arabic	2	10
South	Tel Sheva	Regular	Albian	th12	Arabic	3	19
South	Tel Sheva	.Ind	Albian	th11	Civics	2	8
Tel Aviv	Bat Yam	Regular	T.Hadash	th11	Math	2	11
Rural Settlmnt	Beit Yanai	Regular	Had.Neurim	th12	Math	3	14
Haifa	Haifa	Regular	Municipal A	th12	Math	2	16
Haifa	Haifa	Regular	Municipal A	th12	Civics	3	14
Haifa	D. El Carmel	Regular	ORT Mada	th12	Arabic	3	16
Haifa	D. El Carmel	Regular	Kuftan	th12	Civics	2	16
Haifa	D. El Carmel	Regular	Kuftan	th12	History	2	9
Haifa	Ussfiya	Regular	ORT Ronson	th12	Math	3	28
North	Tiberias	Regular	Y.Tichonit	th12	Math	3	19
North	E.Maayanot	Regular	Shaked	th/12th11	Language B	1	15
North	K.Shemona	Regular	Danziger	th12	Math	3	18
North	Beit Jann	Regular	Beit Jann	th/12th11	Math	3	17
North	Beit Jann	Regular	Beit Jann	th/12th11	Math	3	19
North	Julis	Regular	Julis	th12	Civics	2	12
North	Hurfesh	Regular	Hurfesh	th12	Math	3	19
North	Yahuah Jat	Regular	Yanuah Jat	th12	Math	3	18
North	Yahuah Jat	Regular	Yanuah Jat	th12	Arabic	3	15
North	Yarka	Regular	Achva	th12	Math	3	22
North	Yarka	.Ind	Achva	th12	Civics	2	18
North	Yarka	Regular	Achva	th/12th11	Math	3	31
North	Yarka	Regular	Achva	th12	Civics	2	12
North	Kisra Samia	Regular	Interdiscipl	th12	Arabic	3	15
North	Kisra Samia	.Ind	Interdiscipl	th12	Math	3	12
North	Mrar	Regular	Makif 1	th12	Arabic	3	14
North	Mrar	.Ind	Makif 1	th12	English	3	14
North	Mrar	Regular	Makif 1	th12	Math	3	18
North	Mrar	.Ind	Makif 1	th12	עברית	3	7
North	Mrar	Regular	Makif 2	th12	Math	3	18
North	Majdel Shams	Regular	Majdel Shams	th12	עברית	3	17

Table 7 Continued: Communities, Schools and Participants 2012/13

Region	Community	Type	School	Grade	Subject	Units	Students
North	Majdel Shams	Regular	Majdel Shams	th12	עברית	3	18
North	Masade	Regular	Masade	th12	Math	3	14
North	Masade	Regular	Masade	th12	עברית	3	17
North	Masade	Regular	Masade	th12	עברית	3	16
North	Masade	Regular	Masade	th12	Arabic	3	9
North	Pequi'in	Regular	Pequi'in	th12	History	2	17
North	Kfar Yasif	Regular	Yni	th12	Math	3	21
North	Nazareth	Regular	Hagalil	th12	Arabic	3	25
North	Sachnin	Regular	Alchikma	th12	Arabic	3	31
5	33	-	51	-	-	-	1,505

Table 8: Participants defined as Last Hurdle according to preliminary mapping, and supplementary participatns, 2012-13.

Region	Community	School	Type	Subject	Units	Participants defined as Last Hurdle by grade			Supple-mentary Participants	Participants of both Types by grade			Total # of participants
						10th	11th	12th		10th	11th	12th	
South	Ofakim	Religios	Regular	Math	3	0	0	12	1	0	0	13	13
South	Ofakim	Ysh.Tichonit	Regular	Math	3	0	5	2	3	0	11	5	16
South	Ofakim	Intrdscplnry	Regular	Civics	3	0	0	16	1	0	0	6	6
South	Ofakim	Intrdscplnry	Regular	Math	3	0	0	16	3	0	0	7	7
South	Ofakim	Intrdscplnry	Ind.	English	2	0	0	5	4	0	0	20	20
South	Ofakim	Intrdscplnry	Ind.	History	2	0	0	4	3	0	0	19	19
South	B. Sheba	Tuviyahu	Regular	Math	2	0	0	13	0	0	0	13	13
South	B. Sheba	Mekif 3	Regular	History	1	0	7	5	0	0	8	5	13
South	B. Sheba	Mekif 3	Regular	History A	1	0	12	0	0	0	12	0	12
South	B. Sheba	Mekif 3	Regular	Language	2	0	0	15	0	0	0	15	15
South	B. Sheba	Mekif 3	Regular	Math	3	0	14	20	0	0	16	20	36
South	B. Sheba	Mekif 7	Regular	Math	2	0	0	20	0	0	0	20	20
South	B. Sheba	Mekif 7	Ind.	Bible	3	0	0	17	0	0	0	17	17
South	B. Sheba	Mekif 8	Regular	Language	2	0	16	0	0	0	18	0	18
South	B. Sheba	Rager	Regular	Math	1	0	13	2	0	0	0	14	14
South	B. Sheba	Rager	Ind.	Bible	3	0	0	14	0	0	17	2	19
South	Gedera	Netivei Noam	Ind.	History	2	0	15	0	0	0	15	0	15
South	Gedera	Ramon	Regular	History A	1	0	10	0	0	0	12	0	12
South	Gedera	Ramon	Regular	Math	3	0	13	0	0	0	17	0	17
South	Dimona	Zinman	Regular	History	2	0	10	6	3	0	11	9	20
South	Dimona	Lehman	Regular	History	2	0	0	11	6	0	0	17	17
South	K. Malachi	Amit	Regular	Math	2	0	9	7	0	0	0	10	10
South	K. Malachi	Amit	Regular	Bible	3	0	12	13	0	0	11	7	18
South	K. Malachi	Amit	Ind.	History	1	0	0	10	3	0	12	16	28
South	K. Malachi	Amal	Regular	Language	2	0	12	2	0	0	15	2	17
South	Abu Basma	Abu Krinat	Regular	Math	3	0	20	0	0	0	0	10	10
South	Abu Basma	Abu Krinat	Ind.	Arabic	3	0	0	10	0	0	20	0	20
South	Abu Basma	El Washla	Regular	English	3	0	0	12	0	0	0	12	12
South	Abu Basma	El Washla	Regular	Arabic	3	0	0	12	0	0	0	12	12
South	Abu Basma	El Washla	Ind.	Arabic	3	0	0	12	0	0	0	12	12
South	Hura	Alnur	Regular	Math	1	0	0	10	0	0	0	10	10
South	Hura	Alnur	Regular	Hebrew	3	0	0	10	0	0	0	10	10
South	Hura	Alnur	Ind.	Civics	2	0	0	10	0	0	0	10	10
South	Hura	Alsalam	Regular	Math	3	0	15	0	0	0	9	0	9
South	Hura	Alsalam	Ind.	Civics	2	0	9	0	0	0	20	0	20
South	Hura	Rabin	Regular	Math	3	0	0	14	6	0	0	11	11
South	Hura	Rabin	Ind.	Hebrew	2	0	0	5	7	0	0	21	21
South	Kseife	Abu Rabia	Regular	Civics	3	0	0	11	0	0	0	12	12
South	Kseife	Abu Rabia	Regular	Arabic	2	0	0	12	0	0	0	11	11
South	Kseife	Abu Rabia	Ind.	Arabic	3	0	0	12	0	0	0	12	12
South	Kseife	Alfaruk	Regular	Arabic	3	0	0	24	0	0	0	12	12
South	Kseife	Alfaruk	Ind.	Math	3	0	0	12	0	0	0	24	24
South	Laqia	Amal	Regular	Math	2	0	0	21	6	0	0	15	15
South	Laqia	Amal	Ind.	History	3	0	0	9	4	0	0	25	25
South	Arara	Alnur	Regular	Math	2	0	20	0	0	0	10	0	10

Table 8 Continued:: Participants defined as Last Hurdle according to the preliminary mapping, and supplementary participatns, 2012-13.

South	Arara	Alnur	Ind.	Civics	3	0	10	0	0	0	20	0	20	
South	Arara	Amal	Regular	Math	2	0	0	20	0	0	0	10	10	
South	Arara	Amal	Ind.	Civics	3	0	0	10	0	0	0	20	20	
South	Rahat	Alnajah	Regular	Arabic	2	0	0	20	0	0	10	0	10	
South	Rahat	Alnajah	Ind.	Math	3	0	10	0	0	0	0	20	20	
South	Rahat	Alnur	Regular	Math	2	0	0	12	0	0	12	0	12	
South	Rahat	Alnur	Regular	Arabic	3	0	0	12	0	0	0	12	12	
South	Rahat	Alnur	Ind.	Civics	3	0	12	0	0	0	0	12	12	
South	Tel Sheva	Albian	Regular	Arabic	2	0	0	19	0	0	8	0	8	
South	Tel Sheva	Albian	Ind.	Civics	3	0	8	0	0	0	0	19	19	
South	Tel Sheva	Yigal Alon	Regular	Arabic	3	0	0	20	0	0	0	10	10	
South	Tel Sheva	Yigal Alon	Ind.	Arabic	3	0	0	10	0	0	0	20	20	
Tel Aviv	Bat Yam	T. Hadash	Regular	Math	2	0	11	0	7	0	0	16	16	
Rural Stlmt	Beit Yanai	Had. Neurim	Regular	Math	3	0	0	12	6	0	0	16	16	
Hiafa	Haifa	Municipal A	Regular	Civics	2	0	0	14	0	0	22	14	36	
Hiafa	Haifa	Municipal A	Regular	Math	3	0	0	12	2	0	0	14	14	
Hiafa	Dlt.el Carmel	ORT Mada	Regular	Arabic	3	0	0	16	0	0	0	14	14	
Hiafa	Dlt.el Carmel	Kuftan	Regular	Civics	2	0	0	10	4	0	0	16	16	
Hiafa	Dlt.el Carmel	Kuftan	Regular	Drz Hist	2	0	0	8	0	0	11	0	11	
Hiafa	Ussfiya	ORT Ronson	Regular	Math	3	0	0	24	0	0	0	12	12	
North	K. Shemona	Danziger	Regular	Math	3	0	0	11	0	0	0	17	17	
North	Emk.Maynt	Shaked	Regular	Language	2	0	2	5	4	0	0	35	35	
North	Tiberias	Ysh.Tichonit	Regular	Math	3	0	0	15	4	0	0	19	19	
North	Beit Jann	Beit Jann	Regular	Math	3	0	22	14	0	0	0	14	14	
North	Julis	Julis	Regular	Civics	2	0	0	12	1	0	0	16	16	
North	Hurfesh	Makif Hurfesh	Regular	Math	3	0	0	16	3	0	0	9	9	
North	Yanuah Jatt	Yanuah Jatt	Regular	Math	2	0	0	18	0	0	0	19	19	
North	Yanuah Jatt	Yanuah Jatt	Regular	Exp. Arabic	4	0	0	15	0	0	0	18	18	
North	Yarka	Achva	Regular	Civics	2	0	0	12	0	0	0	15	15	
North	Yarka	Achva	Regular	Math	3	0	11	34	0	0	0	18	18	
North	Yarka	Achva	Ind.	Civics	2	0	0	18	3	0	16	12	28	
North	Kissra-Samia	Intrdiscplnry	Regular	Arabic	3	0	0	15	0	0	0	37	37	
North	Kissra-Samia	Intrdiscplnry	Ind.	Math	3	0	0	12	0	0	0	12	12	
North	Majd' el Shms	Majd' el Shms	Regular	Hebrew	3	0	0	31	0	0	0	15	15	
North	Mas'adeh	Mas'adeh	Regular	Math	3	0	0	14	0	0	0	14	14	
North	Mas'adeh	Mas'adeh	Regular	Hebrew	3	0	0	33	0	0	0	33	33	
North	Mas'adeh	Mas'adeh	Regular	Arabic	3	0	0	9	7	0	3	9	12	
North	Mrar	Makif B	Regular	Math	3	0	0	12	6	0	0	18	18	
North	Mrar	Mrar A	Regular	e	3	0	0	11	0	0	0	7	7	
North	Mrar	Mrar A	Regular	Math	3	0	0	14	3	0	0	14	14	
North	Mrar	Mrar A	Regular	Arabic	3	0	0	12	4	0	0	18	18	
North	Mrar	Mrar A	Ind.	Hebrew	3	0	0	7	2	0	0	14	14	
North	Nazareth	Hagalil	Regular	Arabic	3	0	0	17	8	0	0	25	25	
North	Sachnin	Alchikma	Regular	Arabic	3	0	0	21	10	0	0	31	31	
North	Peqi'in	Peqi'in	Regular	History	1	0	0	17	4	0	0	28	28	
North	Kfar Yasif	Yni	Regular	Math	3	0	0	16	5	0	0	21	21	
						0	298	1036		133	0	336	1169	1505

Table 9: Participants and Results by School and Subject:

Region	Community	School	Type	Grade	Subject	Units	No. Who started	No. who finished	Drop-outs	Pct. Drop-out	No. Who Passed Obstacle Exam	Pct. Who Passed Obstacle Exam
South	Ofakim	Religious	Regular	th12	Math	3	13	13	0	-	10	76.90%
South	Ofakim	Y.Tichonit	Regular	th/12th11	Math	3	16	15	1	6.80%	9	56.30%
South	Ofakim	Intrdiscpl	Regular	th12	Civics	2	20	20	0	-	20	100.00%
South	Ofakim	Intrdiscpl	.Ind	th12	English	3	6	6	0	-	6	100.00%
South	Ofakim	Intrdiscpl	.Ind	th12	History	2	7	7	0	-	6	85.70%
South	Ofakim	Intrdiscpl	Regular	th12	Math	3	19	19	0	-	15	78.90%
South	Beer Sheba	Tuviyahu	Regular	th12	Math	2	13	13	0	-	11	84.60%
South	Beer Sheba	Makif 3	Regular	th11	History A	1	12	12	0	-	12	100.00%
South	Beer Sheba	Makif 3	Regular	th/12th11	History B	1	13	13	0	-	13	100.00%
South	Beer Sheba	Makif 3	Regular	th/12th11	Math	3	22	22	0	-	19	86.40%
South	Beer Sheba	Makif 3	Regular	th12	Language	2	15	15	0	-	15	100.00%
South	Beer Sheba	Makif 3	Regular	th12	Math	3	14	14	0	-	14	100.00%
South	Beer Sheba	Makif 7	Regular	th12	Math	3	20	20	0	-	17	85.00%
South	Beer Sheba	Makif 7	.Ind	th12	Bible	2	17	17	0	-	15	88.20%
South	Beer Sheba	'Makif 8	Regular	th11	Language	2	18	18	0	-	17	94.40%
South	Beer Sheba	Rager	Regular	th/12th11	Math	3	19	19	0	-	13	68.40%
South	Beer Sheba	Rager	.Ind	th12	Bible	1	14	14	0	-	14	100.00%
South	Gedera	Ilan Ramon	Regular	th11	History	2	17	17	0	-	17	100.00%
South	Gedera	Ilan Ramon	Regular	th11	Math	3	12	12	0	-	12	100.00%
South	Gedera	Netivei Noam	Regular	th11	History	2	15	15	0	-	12	80.00%
South	Dimona	Lehman	Regular	th12	History	2	17	17	0	-	14	82.40%
South	Dimona	Zinman	Regular	th/12th11	History	1	20	20	0	-	19	95.00%
South	K.Malachi	Amit	Regular	th/12th11	Math	3	18	18	0	-	16	88.90%
South	K.Malachi	Amit	Regular	th/12th11	Bible	1	28	28	0	-	24	85.70%
South	K.Malachi	Amit	.Ind	th12	History	2	10	10	0	-	10	100.00%
South	K.Malachi	Amal	.Ind	th/12th11	Language B	2	17	17	0	-	16	94.10%
South	Abu Basma	Abu Krinat	Regular	th11	Math	3	20	20	0	-	20	100.00%
South	Abu Basma	Abu Krinat	.Ind	th12	Arabic	3	10	10	0	-	10	100.00%
South	Abu Basma	Elwashla	Regular	th12	English	3	12	12	0	-	12	100.00%
South	Abu Basma	Elwashla	Regular	th12	Arabic	3	12	12	0	-	12	100.00%
South	Abu Basma	Elwashla	.Ind	th12	Arabic	3	12	12	0	-	12	100.00%
South	Hura	Alnur	.Ind	th12	Civics	2	10	10	0	-	8	80.00%
South	Hura	Alnur	Regular	th12	Math	3	10	10	0	-	10	100.00%
South	Hura	Alnur	Regular	th12	Hebrew	3	10	10	0	-	10	100.00%
South	Hura	Elsalam	.Ind	th11	Civics	2	9	9	0	-	9	100.00%
South	Hura	Elsalam	Regular	th11	Math	3	20	20	0	-	18	90.00%
South	Hura	רבין	Regular	th12	Math	3	21	21	0	-	20	95.20%
South	Hura	רבין	.Ind	th12	Hebrew	3	11	11	0	-	11	100.00%
South	Kseife	אבו רביע	Regular	th12	Civics	3	11	11	0	-	10	90.90%
South	Kseife	אבו רביע	Regular	th12	Arabic	3	12	12	0	-	11	91.70%
South	Kseife	אבו רביע	.Ind	th12	Arabic	3	12	12	0	-	12	100.00%
South	Kseife	Elfarouq	.Ind	th12	Math	3	12	12	0	-	10	83.30%

Table 9 continued: Participants and Results by School and Subject:

South	Kseife	Elfarouq	Regular	th12	Arabic	3	24	24	0	-	23	95.80%
South	Laqia	Amal	.Ind	th12	History	2	15	15	0	-	13	86.70%
South	Laqia	Amal	Regular	th12	Math	3	25	25	0	-	23	92.00%
South	Arara	Alnur Arara	.Ind	th11	Civics	2	10	10	0	-	10	100.00%
South	Arara	Alnur Arara	Regular	th11	Math	3	20	20	0	-	19	95.00%
South	Arara	Arara	.Ind	th12	Civics	2	10	10	0	-	10	100.00%
South	Arara	Arara	Regular	th12	Math	3	20	20	0	-	19	95.00%
South	Rahat	El Najah	.Ind	th11	Math	3	10	10	0	-	10	100.00%
South	Rahat	El Najah	Regular	th12	Arabic	3	20	20	0	-	20	100.00%
South	Rahat	Alnur	.Ind	th11	Civics	2	12	12	0	-	12	100.00%
South	Rahat	Alnur	Regular	th12	Math	3	12	12	0	-	12	100.00%
South	Rahat	Alnur	Regular	th12	Arabic	3	12	12	0	-	12	100.00%
South	Tel Sheva	Yigal Alon	Regular	th12	Arabic	3	20	20	0	-	20	100.00%
South	Tel Sheva	Yigal Alon	.Ind	th12	Arabic	2	10	10	0	-	10	100.00%
South	Tel Sheva	Albian	.Ind	th11	Civics	2	8	8	0	-	8	100.00%
South	Tel Sheva	Albian	Regular	th12	Arabic	3	19	19	0	-	19	100.00%
Tel Aviv	Bat Yam	New HS	Regular	th11	Math	3	11	11	0	-	11	100.00%
Rural	Beit Yanai	Had.Neurim	Regular	th12	Math	3	14	14	0	-	10	71.40%
Haifa	Haifa	Municipal A	Regular	th12	Civics	3	14	14	0	-	14	100.00%
Haifa	Haifa	Municipal A	Regular	th12	Math	2	16	16	0	-	13	81.30%
Haifa	Dlt. el Carmel	Ort Mada	Regular	th12	Arabic	3	16	16	0	-	16	100.00%
Haifa	Dlt. el Carmel	Kuftan	Regular	th12	Civics	2	16	16	0	-	11	68.80%
Haifa	Dlt. el Carmel	Kuftan	Regular	th12	History	2	9	9	0	-	7	77.80%
Haifa	Ussfiya	ORT Ronson	Regular	th12	Math	3	28	28	0	-	28	100.00%
North	K. Shemona	Danziger	Regular	th12	Math	3	18	18	0	-	17	94.40%
North	E.Hamaayanot	Shaked	Regular	th/12th11	Language B	1	15	15	0	-	12	80.00%
North	Tiberias	Y.Tichonit	Regular	th12	Math	3	19	18	1	5.30%	17	89.50%
North	Beit Jann	Bet Jann	Regular	th/12th11	Math	3	17	17	0	-	17	100.00%
North	Beit Jann	Bet Jann	Regular	th/12th11	Math	3	19	19	0	-	19	100.00%
North	Julis	Julis	Regular	th12	Civics	2	12	12	0	-	12	100.00%
North	Hurfesh	Hurfesh	Regular	th12	Math	3	19	19	0	-	15	78.90%
North	Yanuah Jat	Yanuah Jat	Regular	th12	Math	3	18	18	0	-	18	100.00%
North	Yanuah Jat	Yanuah Jat	Regular	th12	Arabic	3	15	15	0	-	15	100.00%
North	Yarca	Achva	Regular	th/12th11	Math	3	31	31	0	-	25	80.60%
North	Yarca	Achva	Regular	th12	Civics	2	12	12	0	-	11	91.70%
North	Yarca	Achva	.Ind	th12	Civics	2	18	18	0	-	18	100.00%
North	Yarca	Achva	Regular	th12	Math	3	22	22	0	-	20	90.90%
North	Kisra Samia	Intrdiscpl	.Ind	th12	Math	3	12	12	0	-	11	91.70%
North	Kisra Samia	Intrdiscpl	Regular	th12	Arabic	3	15	15	0	-	15	100.00%
North	Mrar	Makif 1	.Ind	th12	English	3	14	14	0	-	14	100.00%
North	Mrar	Makif 1	Regular	th12	Math	3	18	18	0	-	17	94.40%
North	Mrar	Makif 1	.Ind	th12	Hebrew	3	7	7	0	-	6	85.70%
North	Mrar	Makif 1	Regular	th12	Arabic	3	14	14	0	-	14	100.00%
North	Mrar	Makif 2	Regular	th12	Math	3	18	18	0	-	15	83.30%
North	Majdel Shams	Majdel Shams	Regular	th12	Hebrew	3	17	17	0	-	17	100.00%
North	Majdel Shams	Majdel Shams	Regular	th12	Hebrew	3	18	18	0	-	18	100.00%

Table 9 continued: Participants and Results by School and Subject:

North	Masade	Masade	Regular	th12	Math	3	14	14	0	-	8	57.10%
North	Masade	Masade	Regular	th12	Hebrew	3	17	17	0	-	17	100.00%
North	Masade	Masade	Regular	th12	Hebrew	3	16	16	0	-	16	100.00%
North	Masade	Masade	Regular	th12	Arabic	3	9	9	0	-	9	100.00%
North	Peqi'in	Peqi'in	Regular	th12	History	2	17	17	0	-	17	100.00%
North	Nazareth	HaGalil	Regular	th12	Arabic	3	25	25	0	-	22	88.00%
North	Sachnin	Alchikma	Regular	th12	Arabic	3	31	31	0	-	29	93.50%
North	Yasif Kfar	Yni	Regular	th12	Math	3	21	21	0	-	20	95.20%
5	33	51	-	-	-	-	1505	1503	2	0.10%	1392	92.50%

Table 10: Eligibility for Matriculation among Students meeting Last Hurdle Criteria, 12th grade 2012/13:

Region	Community	School	Type	th grade12 students in 2013 Defined as Last Hurdle	Added Number of Matric. Certificates from this group	Share of those Last defined as Hurdle eligible for matric. Certificates
South	Ofakim	Religious	Regular	12	5	41.70%
South	Ofakim	Y.Tichonit	Regular	2	1	50.00%
South	Ofakim	Interdsplnry	Regular	23	23	100.00%
South	Ofakim	Interdsplnry	.Ind	8	6	75.00%
South	Beer Sheba	Tuviyahu	Regular	13	10	76.90%
South	Beer Sheba	Makif 3	Regular	32	29	90.60%
South	Beer Sheba	Makif 7	Regular	20	17	85.00%
South	Beer Sheba	Makif 7	.Ind	16	15	93.80%
South	Beer Sheba	Rager	Regular	2	1	50.00%
South	Beer Sheba	Rager	.Ind	14	14	100.00%
South	Dimona	Zinman	Regular	6	5	83.30%
South	Dimona	Lehman	Regular	11	8	72.70%
South	K. Malachi	Lehman	Regular	11	11	100.00%
South	K. Malachi	Amit	.Ind	8	7	87.50%
South	K. Malachi	Amal	Regular	2	2	100.00%
South	Abu Basma	Abu Krinat	.Ind	10	7	70.00%
South	Abu Basma	Elwashla	Regular	24	21	87.50%
South	Abu Basma	Elwashla	.Ind	12	11	91.70%
South	Hura	Alnur	Regular	12	9	75.00%
South	Hura	Alnur	.Ind	10	8	80.00%
South	Hura	Rabin	Regular	14	12	85.70%
South	Hura	Rabin	.Ind	5	5	100.00%
South	Kseife	Abu Rabia	Regular	22	16	72.70%
South	Kseife	Abu Rabia	.Ind	12	12	100.00%
South	Kseife	Alfarouk	Regular	24	20	83.30%
South	Kseife	Alfarouk	.Ind	12	10	83.30%
South	Laqia	Amal	Regular	21	17	81.00%
South	Laqia	Amal	.Ind	9	8	88.90%
South	Arara	Amal	Regular	19	17	89.50%
South	Arara	Amal	.Ind	10	8	80.00%
South	Rahat	Alnajah	Regular	20	20	100.00%
South	Rahat	Alnur	Regular	24	24	100.00%
South	Tel Sheva	Albian	Regular	19	17	89.50%
South	Tel Sheva	Yigal Alon	Regular	20	19	95.00%
South	Tel Sheva	Yigal Alon	.Ind	10	9	90.00%
Rural Settlement	בית ינאי	Had. Neurim	Regular	12	9	75.00%
Haifa	Haifa	Municipal A	Regular	26	22	84.60%
Haifa	Dlt. El Carmel	ORT Mada	Regular	16	13	81.30%
Haifa	Dlt. El Carmel	Kuftan	Regular	18	4	22.20%
Haifa	Usfiya	ORT Ronson	Regular	24	24	100.00%

Table 10 continued: Eligibility for Matriculation among Students meeting Last Hurdle Criteria:

North	K. Shemona	Danziger	Regular	11	10	90.90%
North	E.Maayanot	Shaked	Regular	5	3	60.00%
North	Tiberia	Y. Tichonit	Regular	15	11	73.30%
North	Bet Jann	Bet Jann	Regular	14	14	100.00%
North	Julis	Julis	Regular	12	6	50.00%
North	Hurfesh	Hurfesh	Regular	16	10	62.50%
North	Yanuah Jat	Yanuah Jat	Regular	33	26	78.80%
North	Yarka	Achva	Regular	36	26	72.20%
North	Yarka	Achva	.Ind	16	13	81.30%
North	Kisra Samia	Interdsplnry	Regular	15	9	60.00%
North	Kisra Samia	Interdsplnry	.Ind	12	8	66.70%
North	Majdel Shams	Majdel Shams	Regular	31	24	77.40%
North	Masade	Masade	Regular	44	23	52.30%
North	Mrar	Makif 2	Regular	12	6	50.00%
North	Mrar	Mrar A	Regular	36	30	83.30%
North	Mrar	Mrar A	.Ind	7	7	100.00%
North	Nazareth	Hagalil	Regular	17	6	35.30%
North	Kfar Yasif	Yni	Regular	16	14	87.50%
North	Sachnin	Alchikma	Regular	21	13	61.90%
North	Peqi'in	Peqi'in	Regular	17	15	88.20%
4	31	45	-	971	770	79.30%

Table 11: Eligibility for Matriculation among Supplementary Students, 12th grade 2012/13

Region	Community	School	Type	Supplementary Students	Number of Supplementary Students Eligible for Matriculation
South	Ofakim	Religious	Regular	1	0
South	Ofakim	Y. Tichonit	Regular	3	2
South	Ofakim	Intrdsplnry	Regular	1	0
South	Ofakim	Intrdsplnry	.Ind	3	0
South	Dimona	Zinman	Regular	3	2
South	Dimona	Lehman	Regular	6	0
South	K. Malachi	Amit	Regular	3	1
South	Hura	Rabin	Regular	7	6
South	Hura	Rabin	.Ind	6	3
South	Laqia	Amal	Regular	4	2
South	Laqia	Amal	.Ind	6	3
Rural Sttlment	Bet Yanai	Had. Neurim	Regular	2	1
Haifa	Haifa	Municipal A	Regular	4	3
Haifa	Dlt. El Carmel	Kuftan	Regular	7	1
Haifa	Usfiya	ORT Ronson	Regular	4	4
North	K. Shemona	Danziger	Regular	7	4
North	E.Maayanot	Shaked	Regular	7	0
North	Tiberias	Y. Tichonit	Regular	4	1
North	Hurfesh	Hurfesh	Regular	3	2
North	Yarca	Achva	Regular	3	0
North	Majdel Shams	Majdel Shams	Regular	4	2
North	Mrar	Makif 2	Regular	6	1
North	Mrar	Mrar	Regular	8	6
North	Kfar Yasif	Yni	Regular	5	3
North	Nazareth	HaGalil	Regular	8	4
North	Sachnin	Alchikma	Regular	10	3
4	19	23	-	125	54

Table 12: Summary Table, 2012/13

Region	Community	School	Grade	Subject	Type	No. of participants	Dropout rate	Share of those who started who passed their matric. Exams	Avg. final grade on matric. Exams
South	Abu Basma	Abu Krinat	11th	Math - new	Regular	20	0%	100%	73
South	Abu Basma	Abu Krinat	12th	Arabic	Ind.	10	0%	100%	58
South	Abu Basma	Elwashla	12th	English	Regular	12	0%	100%	73
South	Abu Basma	Elwashla	12th	Arabic	Ind.	12	0%	100%	61
South	Abu Basma	Elwashla	12th	Arabic	Regular	12	0%	100%	75
South	Ofakim	Religious	12th	Math - new	Regular	13	0%	76.90%	71
South	Ofakim	Y. Tichonit	11th/12th	Math - new	Regular	16	6.80%	56.30%	67
South	Ofakim	Intrdsiplnry	12th	Civics - new	Regular	20	0%	100%	73
South	Ofakim	Intrdsiplnry	12th	English	Ind.	6	0%	100%	65
South	Ofakim	Intrdsiplnry	12th	History	Ind.	7	0%	85.70%	62
South	Ofakim	Intrdsiplnry	12th	Math - new	Regular	19	0%	78.90%	76
South	Beer Sheba	Tuviahu	12th	Math - new	Regular	13	0%	84.60%	75
South	Beer Sheba	Makif 3	11th/12th	History	Regular	13	0%	100%	63
South	Beer Sheba	Makif 3	11th	History A	Regular	12	0%	100%	69
South	Beer Sheba	Makif 3	12th	Language	Regular	15	0%	100%	61
South	Beer Sheba	Makif 3	11th/12th	Math - new	Regular	22	0%	86.40%	69
South	Beer Sheba	Makif 3	12th	Math - new	Regular	14	0%	100%	69
South	Beer Sheba	ר 917מ	12th	Math - new	Regular	20	0%	85%	73
South	Beer Sheba	Makif 7	12th	Bible	Ind.	17	0%	88.20%	64
South	Beer Sheba	Makif 8	11th	Language	Regular	18	0%	94.40%	60
South	Beer Sheba	Rager	11th/12th	Math - new	Regular	19	0%	68.40%	67
South	Beer Sheba	Rager	12th	Bible	Ind.	14	0%	100%	70
South	Gedera	Netivei Noam	12th	Bible	Ind.	15	0%	80%	59
South	Gedera	Ramon	11th	History A	Regular	12	0%	100%	81
South	Gedera	Ramon	11th	Math - new	Regular	17	0%	100%	76
South	Dimona	Zinman	11th/12th	History	Regular	20	0%	95%	65
South	Dimona	Lehman	12th	History	Regular	17	0%	82.40%	65
South	Hura	Alnur	12th	Civics - new	Ind.	10	0%	80%	64
South	Hura	Alnur	12th	Math - new	Regular	10	0%	100%	60
South	Hura	Alnur	12th	Hebrew	Regular	10	0%	100%	75
South	Hura	Elsalam	11th	Civics - new	Ind.	9	0%	100%	91
South	Hura	Elsalam	11th	Math - new	Regular	20	0%	90%	77
South	Hura	Rabin	12th	Math - new	Regular	21	0%	95.20%	77
South	Hura	Rabin	12th	Hebrew	Ind.	11	0%	100%	69
South	Kseife	Abu Rabia	12th	Civics - new	Regular	11	0%	90.90%	63
South	Kseife	Abu Rabia	12th	Arabic	Ind.	12	0%	100%	79
South	Kseife	Abu Rabia	12th	Arabic	Regular	12	0%	91.70%	64
South	Kseife	Elfarouk	12th	Math - new	Ind.	12	0%	83.30%	67
South	Kseife	Elfarouk	12th	Arabic	Regular	24	0%	95.80%	64

Table 12 continued: Summary

South	Laqia	Amal	12th	History	Ind.	15	0%	86.70%	82
South	Laqia	Amal	12th	Math - new	Regular	25	0%	92%	62
South	Arara	Alnur	11th	Civics - new	Ind.	10	0%	100%	71
South	Arara	Alnur	11th	Math - new	Regular	20	0%	95%	84
South	Arara	Amal Arara	12th	Civics - new	Ind.	10	0%	100%	66
South	Arara	Amal Arara	12th	Math - new	Regular	20	0%	95%	73
South	K. Malachi	Amit	12th	History	Ind.	10	0%	100%	61
South	K. Malachi	Amit	11th/12th	Math - new	Regular	18	0%	88.90%	64
South	K. Malachi	Amit	11th	Bible	Regular	12	0%	83.30%	64
South	K. Malachi	Amit	11th/12th	Bible	Regular	1	0%	100%	67
South	K. Malachi	Amit	12th	Bible	Regular	15	0%	86.70%	65
South	K. Malachi	Amal	11th/12th	Language	Regular	17	0%	94.10%	62
South	Rahat	Elnajah	11th	Math - new	Ind.	10	0%	100%	91
South	Rahat	Elnajah	12th	Arabic	Regular	20	0%	100%	65
South	Rahat	Alnur	11th	Civics - new	Ind.	12	0%	100%	86
South	Rahat	Alnur	12th	Math - new	Regular	12	0%	100%	96
South	Rahat	Alnur	12th	Arabic	Regular	12	0%	100%	79
South	Tel Sheva	Albian	11th	Civics - new	Ind.	8	0%	100%	72
South	Tel Sheva	Albian	12th	Arabic	Regular	19	0%	100%	65
South	Tel Sheva	Yigal Alon	12th	Arabic	Ind.	10	0%	100%	70
South	Tel Sheva	Yigal Alon	12th	Arabic	Regular	20	0%	100%	69
Haifa	Haifa	Municipal 1	12th	Civics - new	Regular	14	0%	100%	80
Haifa	Haifa	Municipal 1	12th	Math - new	Regular	16	0%	81.30%	60
Haifa	Dlt. el Carmel	ORT Mada	12th	Arabic	Regular	16	0%	100%	66
Haifa	Dlt. el Carmel	Kuftan	12th	Civics - new	Regular	16	0%	68.80%	61
Haifa	Dlt. el Carmel	Kuftan	12th	Druze History	Regular	9	0%	77.80%	60
Tel Aviv	Bat Yam	New HS	11th	Math - new	Regular	11	0%	100%	91
North	Bet Jann	בית יאן Bet Jann	11th/12th	Math - new	Regular	36	0%	100%	78
North	Bet Yanai	בית ינאי Had. Neurim	12th	Math - new	Regular	14	0%	71.40%	64
North	Julis	Julis	12th	Civics - new	Regular	12	0%	100%	61
North	Hurfesh	Hurfesh	12th	Math - new	Regular	19	0%	78.90%	62
North	Tiberias	Y. Tichonit	12th	Math - new	Regular	19	5.30%	89.50%	74
North	Yanuah Jat	Yanuah Jat	12th	Math - new	Regular	18	0%	100%	98
North	Yanuah Jat	Yanuah Jat	12th	Arabic מורחב	Regular	15	0%	100%	79
North	Yarca	אחווה	12th	Civics - new	Ind.	18	0%	100%	78
North	Yarca	אחווה	12th	Civics - new	Regular	12	0%	91.70%	67
North	Yarca	אחווה	11th/12th	Math - new	Regular	31	0%	80.60%	74
North	Yarca	אחווה	12th	Math - new	Regular	22	0%	90.90%	62
North	Kisra Samia	Intrdsiplnry	12th	Math - new	Ind.	12	0%	91.70%	67
North	Kisra Samia	Intrdsiplnry	12th	Arabic	Regular	15	0%	100%	71
North	Kfar Yasif	Yni	12th	Math - new	Regular	21	0%	95.20%	75
North	Majdel Shams	Majdel Shams	12th	Hebrew	Regular	35	0%	100%	73
North	Masade	Masade	12th	Math - new	Regular	14	0%	57.10%	56
North	Masade	Masade	12th	Hebrew	Regular	33	0%	100%	68

Table 12 continued: Summary

North	Masade	Masade	12th	Arabic	Regular	9	0%	100%	64
North	E. Maayanot	Shaked	11th/12th	Language	Regular	15	0%	80%	61
North	Mrar	Makif 2	12th	Math - new	Regular	18	0%	83.30%	61
North	Mrar	Mrar 1	12th	English	Regular	14	0%	100%	66
North	Mrar	Mrar 2	12th	Math - new	Regular	18	0%	94.40%	75
North	Mrar	Mrar 3	12th	Hebrew	Ind.	7	0%	85.70%	62
North	Mrar	Mrar 4	12th	Arabic	Regular	15	0%	100%	62
North	Nazareth	Hagalil	12th	Arabic	Regular	25	0%	88%	58
North	Sachnin	Alchikma	12th	Arabic	Regular	31	0%	93.50%	71
North	Usfiya	ORT Ronson	12th	Math - new	Regular	28	0%	100%	85
North	Peqi'in	Peqi'in	12th	Druze History	Regular	17	0%	100%	85
North	K. Shemona	Danziger	12th	Math - new	Regular	18	0%	94.40%	64
5	33	51	-	-	-	1505	0.10%	92.50%	70

Table 13: The Share of 11th Grade Students in the Program in 2011/12 who earned a Matriculation Certificate upon their Graduation in 2012/13

Region	Community	School	Subject	Number of 11th grade students in previous year who participated	Number of 11th students from grade previous year who passed their matric. Exams in 2012/13	Share of 11th grade participants from previous year who passed their matic exams in 2012/13
South	Beer Sheba	Amit	language	10	6	60.00%
South	Beer Sheba	Makif 3	History B	10	8	80.00%
South	Beer Sheba	Makif 3	language	10	9	90.00%
South	Beer Sheba	Makif 3	Math	13	13	100.00%
South	Beer Sheba	Makif 8	language	14	12	85.70%
South	Beer Sheba	Rager	Math	14	12	85.70%
South	Dimona	Lehman	Bible	11	5	45.50%
South	Netivot	Hammer	Math	12	12	100.00%
South	K. Malachi	Amit	Bible	15	13	86.70%
South	K. Malachi	Bet Hanna	language	17	13	76.50%
South	Abu Basma	Abu Krinat	Math	24	8	33.30%
South	Arara	Alnur	Math	23	22	95.70%
South	Arara	Alnur	Civics	12	11	91.70%
South	Hura	Rabin	ערבית	22	16	72.70%
South	Rahat	Alnur	Civics	12	6	50.00%
Rural Settlement	Mev. Yam	Michmoret	Math	15	13	86.70%
Haifa	Dlt. el Carmel	Kuftan	Civics	9	4	44.40%
Haifa	Dlt. el Carmel	Kuftan	Math	10	1	10.00%
North	Tiberias	Y. Tichonit	Math	8	8	100.00%
North	Bet Jann	Bet Jann	Civics	12	12	100.00%
North	Bet Jann	Bet Jann	Math	8	8	100.00%
North	Kisra Samia	עמל	Hebrew	18	7	38.90%
4	13	17	-	299	219	73.20%

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