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91%

**Success rate in the matriculation exams in the "obstacle" subject, within the program
Participants in 2010/11, among all students who began the program[1]**

Tafnit Program for Matriculation- "Last Hurdle"
Final Report 2010/11

Through the Accelerated Narrowing of Gaps Method ("The Study Campaign")[2];
Success rates in the matriculation exams within the program, and additional data

---

Report of activities in 41 high schools in 26 peripheral localities, with 1,225 participants, who according to their
school assessment, prior to the program, will fail the matriculation exam in a particular subject ("obstacle subject"),
that remains 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

TEL AVIV UNIVERSITY אוניברסיטת תל-אביב

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 a team of the School of Education at Tel Aviv University

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In partnership with:
•Municipal education division •Amal Network •Amit Network •Goldberg Charitable Trust
•JFNA Social Venture Fund for Jewish-Arab Equality & Shared Society
•Rosalinde & Arthur Gilbert Foundation •Glencore Foundation •DM Foundation •Israel Diamond Exchange •Dr. Steven D. Solomon

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September 2012
www.tafnit.rashi.org.il

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[1] 91% - the rate of those who succeeded in the matriculation exams in the "obstacle" subject as part of the program in 2010/11 as a proportion of all students who began studying in the program. Based on data provided by the participating schools
[2] The method of Accelerated Narrowing of Gaps (The Study Campaign) was developed by Nissim Cohen (M.A) and the Program was operated under its principles

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Tafnit Program for Matriculation- "Last Hurdle"
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Tafnit Program for Matriculation- "Last Hurdle"

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

TEL AVIV UNIVERSITY אוניברסיטת תל-אביב

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, Associate Prof., Head, The Executive Program of Educational Administration and Leadership, The School of Education, Tel Aviv University,
with the participation of Mr. Eitan Tako, **School of Education at Tel Aviv University**

Ministry of Education
Directorate of the Southern, Northern and Haifa Districts, Directorate of
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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

September 28th 2012

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

Re: Approval of Data and Final Report -
Tafnit Program for Matriculation- "Last Hurdle" – 2010/11

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 2010/11 were forwarded for our review. These data are based on written reports received from the participating schools in the Program in 2010/11 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, the matching participants 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 "matching the target population" or "matching for the "Hashlama" group.
   e. School report on the type of activity within the program- regular or incorporated and independent.
   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 within the 12th grade participants in 2010/11, and of the students who participated in the program in the previous year (2009/10); then in 11th grade; and now (2010/11) graduated 12th grade.

3. In 2010/11, 42 schools participated in the Program. The report includes data regarding 41 participating schools Data from the 42nd school is currently under inspection of Ministry of Education - therefore are not included in this report.

4. I hereby certify that the data of all the participating schools in the Tafnit Program for Matriculation- "Last Hurdle" in 2010/11, the statistical analysis, all data in this report and the report it self were examined and approved by us.

Respectfully,

Associate Prof. Izhar Oplatka

Cc:
Mr. Elie Elalouf- General Director, Rashi Foundation
Prof. Rafi Nachmias- Head of School of Education, Tel Aviv University

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- העתק נאמן למקור –

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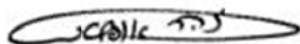
בית הספר לחינוך
ע"ש חיים וג'ואן קונסטנטינר

28.9.12

לכבוד
מר נסים כהן
מנכ"ל עמותת יכולות
(תוכנית תפנית)
קרן רש"י

הנדון – אישור נתוני ודו"ח מסכם לפעילות
תוכנית תפנית לבגרות – מקצוע חסם, תשע"א

א.   אנו מברכים על פעילות עמותת יכולות (תכנית תפנית), מיסודה של קרן רש"י בבתי"ס על יסודיים בפריפריה.

ב.   אני מאשר בזאת, כי הועברו לבדיקתנו כל הפרטים, הרכיבים ותוצאות תוכנית תפנית לבגרות – מקצוע חסם תשע"א. נתונים אלה מבוססים על דו"חות כתובים שהתקבלו מבתיה"ס המשתתפים בתוכנית בתשע"א ומתייחסים לפרטים והרכיבים הבאים :

1.   דיווח ביה"ס על ביצוע מיפוי טרם התוכנית.

2.   דיווח ביה"ס על קבלת ההחלטה על מקצוע החסם ויח"ל, על המשתתפים המתאימים, מספרם וגודל הקבוצה בתוכנית, בהתבסס על המיפוי שהתבצע טרם הפעלת התוכנית.

3.   דיווח ביה"ס שהתלמידים שנבחרו הוגדרו על ידי ביה"ס כחסרי סיכוי לעמוד בהצלחה בבחינת הבגרות במקצוע החסם שאותר.

4.   דיווח ביה"ס על דרגת כיתה של המשתתפים, ומיון התלמידים לכאלה המתאימים לאוכלוסית היעד או לקבוצת השלמה.

5.   דיווח ביה"ס על סוג הפעילות במסגרת התוכנית - רגילה או עצמאית ומוטמעת.

6.   דיווח ביה"ס על כל המשתתפים שהחלו, וכל המשתתפים שסיימו או לא סיימו לימודיהם בתוכנית (התמדה).

7.   דיווח ביה"ס על הציונים בבחינת הבגרות במקצוע החסם בתוכנית.

8.   דיווח ביה"ס על זכאות ואי זכאות לתעודת בגרות לתלמידי יב' בתוכנית, בתשע"א, ולתלמידים שהשתתפו בתוכנית בשנה"ל הקודמת (תשע"), והיו אז בכיתה יא' ובשנה"ל הנוכחית (תשע"א) סיימו יב.

ג.   בתוכנית השתתפו בתשע"א 42 בתי"ס. הדו"ח כולל נתוני 41 בתי"ס. שהשתתפו בתוכנית. נתוני ביה"ס נוסף שהשתתף, אך עניינו נבדק בימים אלה מול משה"ח – לא נכללים בשל כך בדו"ח זה.

ד.   אני מאשר בזאת, שנתוני כל בתיה"ס המשתתפים בתוכנית תפנית לבגרות – מקצוע חסם תשע"א, העיבודים הסטטיסטיים, והנתונים המוצגים בדו"ח, עברו בדיקתנו ואושרו.

בכבוד רב

פרופ' יזהר אופלטקה

העתקים :
מר אלי אלאלוף – מנכ"ל קרן רש"י
פרופסור רפי נחמיאס – ראש ביה"ס לחינוך, אוניברסיטת תל אביב

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Part A - Main Results

A. 1- All of the participating schools

1. In 2010/11, 1,225 10th - 12th grade students from 41 high schools in 26 peripheral localities participated in the program.

2. All the participating students had failed a matriculation subject, or in the school's assessment, were not capable of passing one subject, considered the "Obstacle" subject for matriculation eligibility

3. 99.3% of those who began studying in the program completed it (0.7% dropout rate- 9 students).

4. 91.0% of the students (1,115 students out of 1,225) 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 72.

6. 77.7% of all 12th grade students in the program (600 out of 772) in 2010/11 with an "Obstacle" subject were eligible to a matriculation diploma due to their success in that subject in the matriculation exams.

7. 72.9% (256 out of 351) of all the 11th grade students in last year's program, 2009/10, who graduated 12th grade in 2010/11 were entitled to a matriculation diploma due to their success in the "Obstacle" subject (in 2009/10) within the program.

8. 31 "Hashlama" students (out of 120 "Hashlama" students) who participated in the Program attained a matriculation diploma due to their success in that subject in the matriculation exams, within the Program.

9. **The program in 2010/11 has resulted 887 students who attained a matriculation diploma.**

A. 2- Schools who incorporated the Program methodology and operated the program independently

1. 21 schools (out of the 41 participating schools) incorporated the Program methodology and operated the program independently by the school staff, allocating internal funds.
In this model of independent operation, 290 students from 21 high schools in 13 peripheral localities participated in the program.

2. 100% of those who began studying in the program completed it (0% dropout rate).

3. 95.2% of the students (276 students out of 290) 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.

The data in this report refer to all students, from all the participating schools in the Program in 2010/11

Clarification:

1. The data presented above show the eligibility rate among the participants in the Program who succeeded in the matriculation exam. In the subject which was taught to them. Prior to participation in the program, this subject considered their obstacle ("Last Hurdle") to a matriculation diploma according to the school evaluation

   It should be noted, that this accomplishment of Tafnit Program for Matriculation- "Last Hurdle", is in addition to and completes the multi-year activities with the participating students by their schools (before the beginning of the Program or after, and sometimes even under other programs), which led the students to success in the other matriculation subjects.

2. The success rates of the Program in 2010/11, as presented above, were accomplished by teams from the participating schools (guided by the pedagogical instructors of Tafnit Program), who operated the Program. By that, we put into practice our belief, which became a principle and strategic component in the Program, under which, the existing school teachers can succeed with every student.

3. As presented, 21 schools went through a training and integration process, and operated the Program independently with 290 students (allocating internal funds to cover all costs). By that, we put into practice another principle and strategic component in the Program, under which, the Accelerated Narrowing of Gaps Method, after its efficiency and contribution to the students, the teachers and the schools being proved, can be entirely incorporated.

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Table 1 - Students participating in the Tafnit Program for Matriculation- "Last Hurdle", according to school year:
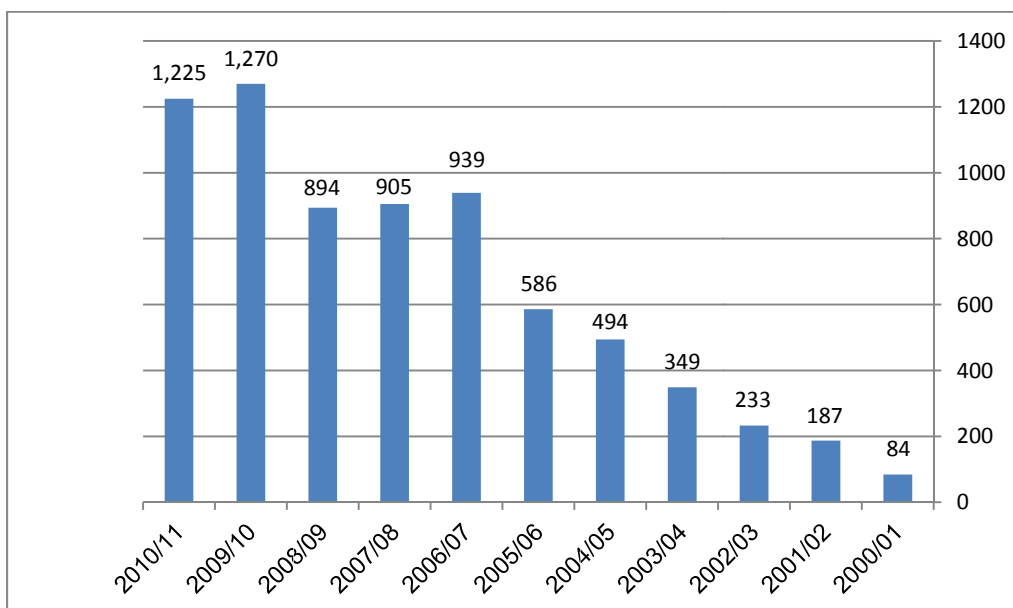

Table 2 – Success rate (%) in the matriculation exams in the "obstacle" subject, within the program participants, among all students who began the program, according to school year: Tafnit Program for Matriculation- "Last Hurdle"

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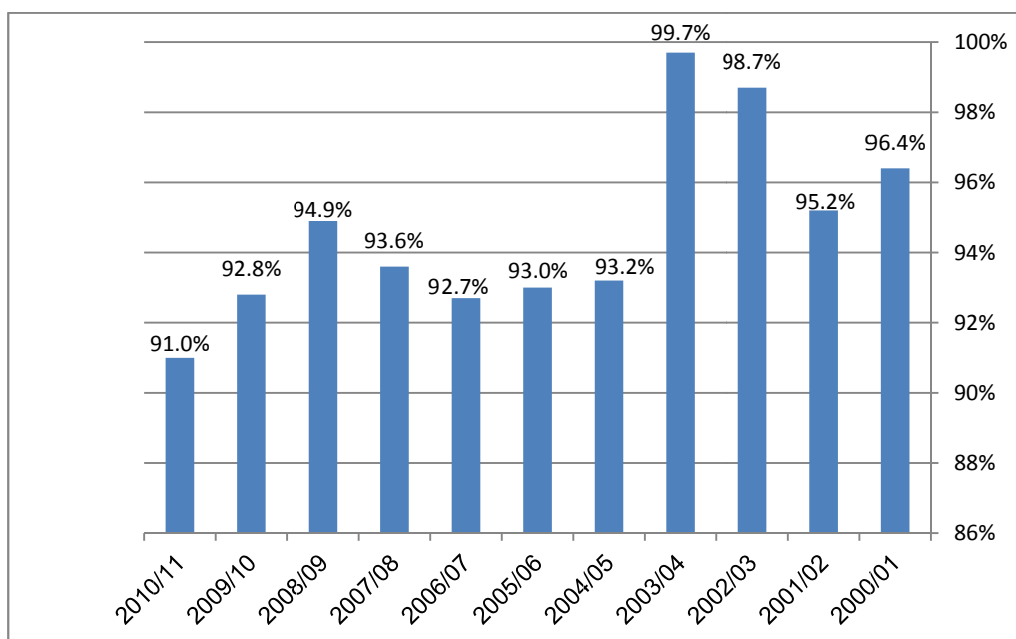
Part B – Data

1. In order to analyze the Program results, data reports were collected from all the participating schools in 2010/11. The reports included all the program components, including details on the participating student and their results, and referring and/or approving the following details:

   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, the matching participants 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 success in the matriculation exam in the selected subject.

   d. School report on the grade level of the participants and classification of the students as "matching the target population" or "matching for the "Hashlama" group".

   e. School report on the type of activity within the program- regular or incorporated and independent.

   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 certificate within the 12th grade participants in 2010/11, and of the students who participated in the program in the previous year (2009/10); then in 11th grade; and now (2010/11) graduated 12th grade

2. In 2010/11, 41 schools participated in the Program and the report includes data from all the participating schools.

   All data are confidential and were collected only for the 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
Izhar Oplatka, Associate Prof., Head, The Executive Program of Educational Administration and Leadership, The School of Education, Tel Aviv University,
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Part C – Goal and target population

1,225 students from 10th - 12th grades, from 41high schools in 26 peripheral localities, who failed, or their schools predicted to be without a chance of success in the matriculation exams in a school subject that makes one ineligible for a matriculation certificate, and is therefore an "Obstacle" subject. Success in the matriculation exam in their "Obstacle" subject would provide them with a matriculation certificate. These students will study with the Tafnit Program's Accelerated Narrowing of the Gaps Method ("The Study Campaign") and be fully successful in the matriculation exam in the "Obstacle" subject in 2010/11.
(Details on the participating localities, schools and students- in **table 8** under "Appendixes")

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

1. Each school mapped the participants among 10th - 12th grade students, by which the "Obstacle" subject was found and potential students for the program were located. An "Obstacle" subject for a school was conditional on a minimum of 12 students having this subject preventing their eligibility to a matriculation certificate, in accordance with the mapping results.

2. For these potential students (with only one "obstacle" subject), extra students with an additional "Obstacle" subject joined the group, so that the group reaches around 20-25 from each school for each matriculation subject.
   (In schools that incorporated the Program methodology and operated the program independently the groups ranged from 8-15 participants).
   As for the additional students participated in the program (the "Hashlama students")- they joined the Program although they knew that even after being successful in the matriculation exams in the "Obstacle" subject within the program, they may still be ineligible for a matriculation certificate.

3. As previously mentioned, there were 1,225 students in the program from 10th - 12th grade, as followed.

   - 1,046 of them conformed to the above mentioned entry criteria (4 10th grade students, 270 11th grade students and 772 12th grade students)

   - All the others- 179 students- were 10th-12th grade students who joined the program as "Hashlama students".

(Details on the participating students who were eligible to participate under the entry criteria and the "Hashlama students" in 2010/11- in **table 9** under "Appendixes")

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Part D – Method

The method of accelerated reduction of learning gaps ("The Study Campaign") – summary[3]

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 T. Seizer's program (see S. Sharan, Shachar, H., & Levin, T., 1988[4]) and H. Levin (1997[5]) and others.

B. Every September thousands of students excitedly 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, exhausting 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 **the dreams and hopes are shattered within a few weeks or months.**
   Some of the students begin to amass 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., 1973[6]), also actual school dropout, which occurs particularly in low groups and tracks, mainly during the transfer from 9th to 10th grade. In this way the low group becomes a "storehouse" for future dropouts and even a "storehouse" f**or turning to social deviation, as an alternative** and illegitimate channel for unfulfilled success at school, and achieving legitimate goals (Merton[7], R., 1984) and as a "formation – reaction" mechanism (according to Cohen, A.[8], 1967) expressing anger, estrangement and revenge at the system, and explaining the behavior of those belonging to the "criminal subculture" (ibid, 1967).

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[3] All rights reserved for "Method Of Accelerated Reduction Of Learning Gaps ("The Study Campaign") by Nissim (Max) Cohen (M.A.). Developer of method.

[4] 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]

[5] 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].

[6] Boudon, R. (1973). *Education, opportunity, and social mobility*. (216-219). N.Y. Wiley.

[7] Merton, R. (1984). Social deviation. In *Man in society, introduction to sociology*, Unit 2. (25-33). The Open University. [in Hebrew]

[8] Cohen, A. (1967). Delinquent boys, the culture of the gang. *Megamot, 9*(1), 19-42. [in Hebrew].

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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 depression is also, additionally, suffered by the student's parents, who often blame themselves for the failure.

On a social level, we cannot ignore the ever-increasing academic gaps from one generation to the next, and **the existing overlap between failure at school and ethnic origin** among the second generation as well (see Nahon, Y., 1987) which is the seeming trend for the third generation in Israel too. In addition there is an existing overlap between socioeconomic background and geographic region (periphery or central Israel) and scholastic achievements at school. These overlaps cause damage to population sectors with low socioeconomic backgrounds, to schools in the periphery, to social solidarity and to the required meritocratic nature of schools.

D. In accordance with research findings (see Horn, K.G., 1990[9]) 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 crush students' existing cognitive potential and lead to "failures". Similarly, the "anonymity" pointed out by Seizer (see also S. Sharan, Shachar, H., & Levin, T., 1988)[10] 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 who the school has failed with 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 in 4 levels, as suggested in the method of accelerated reduction of learning gaps ("The Study Campaign"):

   1. We need to change and overturn the "fallacious awareness" 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.
      By operating rejuvenated 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 layer that is fact, forming 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

[9] Horn, K.G. (1990) *the limits and potential of school education*. Jerusalem: Academon. [in Hebrew]
[10] Sharan, S., Shachar, H. and Levin, T. (1999). "The Innovative School: Organization and Instruction". Westport, Conn.: Bergin & Garvey

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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 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 rejuvenated 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 doesn't 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 rejuvenated study, which gradually becomes more powerful and allows far more effective study than usual, even with students who did not believe in their ability to succeed.*

Additional pedagogical principles translated into daily actions in school:

- Determination and consequence-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 reduction of learning gaps method ("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 one's happiness, occupation, and future stratum position, and regarding schools and town's image and future.

The method provides a non-orthodox reply to the need to increase scholastic success and fulfilment of personal potential, mainly among population of students with perception of "being unable" as a result of increasing and accumulating "failures" at school in many disciplines (these students are placed by schools in the lowest tracks or channelled out of school), or in one discipline or few (for those students whom are placed in relatively more prestigious 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 at one subject (discipline) or small number of subjects.
- Curriculum – very Pygmalion (unforgiving) and relevant, accompanied by a clear, measurable, and agreed disciplinary study target.
- The length of "The Study Campaign" period (first and second each) up to 4-6 weeks.
- "Accelerated" teaching, determined and accompanied with a change in routine, and dramatization including a change of study environment.
- "Combining circles" of "significant others".
- Making successes public knowledge.
- Result-oriented thinking and teaching.
- Flexibility and change as a norm.

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- "Not-alone" constant support and guidance by the leader (coordinator), and 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 – "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 checks of performance of targets and corrections when needed.
- "Leader" and "leadership" based on coordinator and school management.

Coordination, teaching and practice in Tafnit Program for Matriculation- "Last Hurdle"
The program in 2010/11 was operated in cooperation with the inspectorate- Ministry of Education, Municipal education division, and led by the management 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).
Practice – students.

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.

Pedagogical guidance and training
Pedagogical guidance – by the Tafnit Program's staff of pedagogical instructors.
Training – program coordinators, teachers and tutors participated in 'Coordinators Course' for the implementation of the 'Tafnit accelerated reduction of learning gaps method', and received pedagogical training from the Tafnit Program staff all along the way.
During the program, individual pedagogical guidance was also given.

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Part E – Quantitative Results

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

1. 1,225 students from 41 high schools in 26 peripheral localities participated in the program (including double counting of 31 students who participated in more than one "Last Hurdle" cycle).

2. 91% (1,115 out of 1,225) students passed their matriculation exam in the "Obstacle" subject.

3. The average grade in the matriculation exams in the "Obstacle" subject, of all program participants (including those who were unsuccessful) – 72 (standard deviation- 11.6).

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

• Total number of students	1,225
• Schools in the program	41
• Localities in the program	26
• Number of matriculation subjects in 2010/11	9
• Matriculation exam subjects in 2010/11	Math (3 units), English (3 units) ,History (A+B),Civics (1 unit),Bible (2 unit) , Language (A/B), Hebrew Language for Arabs (2 unit), Arabic (3 unit), Heritage
• Number of students in the program who were successful in the matriculation exam in the "Obstacle" subject.	1,115
• Rate of students in the program who succeeded in the "Obstacle" subject, as a percentage of the number of students beginning the program.	91%
• Number of 12th grade students who, according to the school mapping prior to the program, would be eligible for a matriculation certificate if they succeed in the matriculation exams in the "Obstacle" subject.	772
• Number of 12th grade students who were eligible for a matriculation certificate (after succeeding in the matriculation exam in the "Obstacle" subject).	600
• Rate of 12th grade students who were eligible for a matriculation certificate (after succeeding in the matriculation exam in the "Obstacle" Subject) in relation to prior expectations.	77.7%
• Number of 11th grade students who, according to the school mapping prior to the program, would be eligible for a matriculation certificate (if they succeed in the matriculation exams in the "Obstacle" subject).	270
• Final average grade in matriculation grade in "Obstacle" subject.	72
• Standard deviation	11.6
• Number of students who dropped out of the program.	9
• Percentage of dropout from the program	0.7%
• Number of 11th grade students in 2009/10 (previous academic year).	395
• Number of 11th grade students in 2010/11 who, according to the mapping would be eligible for a matriculation certificate (if they succeed in the matriculation exams in the "Obstacle" subject).	351
• Number of 11th grade students in the program in 2009/10 who were eligible for a matriculation certificate at the end of 12th grade in 2010/11 (by succeeding in the matriculation exams in the "Obstacle" subject in 2009/10).	256
• Rate of 12th grade students in 2010/11 who participated in the program in 2009/10 (when they were 11th graders) eligible for matriculation, in relation to that expected by prior mapping (in 2009/10).	72.9%
• Number of 12th grade "Hashlama students".	119
• Number of 12th grade "Hashlama students" who were eligible for a matriculation certificate (after succeeding in the matriculation certificate in the "Obstacle" subject).	31
• Total number of students who were eligible for a matriculation certificate in 2010/11 due to their success in their "Obstacle" subject (12th graders in 2010/11, including students who participated in the program 2009/10 when they were 11th graders.	887

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E.2. Quantitative results of the participants in the schools who incorporated the Program methodology and operated the program independently

1. 290 students from 21 high schools in 13 peripheral localities participated in the program.

2. 95.2% (276 out of 290) students passed their matriculation exam in the "Obstacle" subject.

3. The average grade in the matriculation exams in the "Obstacle" subject, of all program participants (including those who were unsuccessful) – 70

4. 87.6% of the 12th grade students (169 out 0f 193) were eligible for a matriculation certificate (after succeeding in the matriculation exam in the "Obstacle" Subject) in relation to prior expectations.

5. **The independent- incorporated activity in 2010/11 has resulted 169 students who attained a matriculation diploma**

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

• Total number of students	290
• Schools in the program	21
• Localities in the program	13
• Number of matriculation subjects in 2010/11	9
• Matriculation exam subjects in 2010/11	Math (3 units), English (3 units) ,History (A+B),Civics (1/2 units),Bible (2 unit) , Language (A/B), Arabic (3 unit), Geography(2-5 units) Heritage

• Number of students in the program who were successful in the matriculation exam in the "Obstacle" subject.	276
• Rate of students in the program who succeeded in the "Obstacle" subject, as a percentage of the number of students beginning the program.	95.2%
• Final average grade in matriculation grade in "Obstacle" subject.	70
• Standard deviation	11
• Number of 12th grade students who, according to the school mapping prior to the program, would be eligible for a matriculation certificate if they succeed in the matriculation exams in the "Obstacle" subject.	193
• Number of 12th grade students who were eligible for a matriculation certificate (after succeeding in the matriculation exam in the "Obstacle" subject).	169
• Rate of 12th grade students who were eligible for a matriculation certificate (after succeeding in the matriculation exam in the "Obstacle" Subject) in relation to prior expectations.	87.6%

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

1. The program comprised 772 12th grade students who, according to the mapping prior to the program, would be ineligible for a matriculation certificate due to anticipated failure in the matriculation exam in the "Obstacle" subject.
    600 of the above-mentioned 12th grade students (77.7%) were eligible for a matriculation certificate, after succeeding in the matriculation exam in the "Obstacle" subject.
    (Details on the participants and results by school, school mapping results for the students who took the matriculation exams in summer 2010/11, expected matriculation rate and number of actual matriculation certificates amongst 12th grade students in the program- **tables 8, 9, 10, 11, 11A, 12 under "Appendixes"**)

2. For these potential students (with only one "obstacle" subject), 119 12th grade students with an additional "Obstacle" subject joined the group ('copmlement students').
    31 of them attained a matriculation certificate, after succeeding in the matriculation exam in the "Obstacle" subject.

3. **Total of 631 12th grade students who participated in the Program in 2010/11 were eligible for a matriculation certificate**.

4. As presented in Part G (on page 17 below), 256 out of 351 students in the program (72.9%), who were at 11th grade in 2009/2010 and according to the mapping had one "Obstacle" subject which was a Last Hurdle for them to be eligible for a matriculation certificate, attained a matriculation certificate when they graduated 12th grade in 2010/11, as a result of their success in this particular matriculation exam, within the program framework.

5. **The program in 2010/11 has resulted 887 students who attained a matriculation diploma.**

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Part G – Progress report on eligibility for matriculation certificates of 11th grade students participating in the program in 2009/10 who graduated 12th grade in 2010/11

11th grade students in the program in the 2009/10, and the percentage of them eligible for a matriculation certificate at the end of 2010/11

1. In 2009/10, 1,270 11th and 12th grade students from 44 comprehensive high schools in 28 peripheral localities participated in the program.

2. Out of these, 351 11th grade students, who according to prior school mappings would be unsuccessful in one of the matriculation subjects - the "Obstacle" subject for them, preventing them from achieving a matriculation certificate. (See Table 13).

3. At the end of the 2010/11 school year these students graduated 12th grade, and the purpose of this part of the report is to examine whether the students who participated in the program from the 11th grade in 2009/10 and had an "Obstacle" subject preventing them from achieving matriculation, were indeed eligible for a matriculation certificate at the end of 2010/11 (on completing 12th grade), due to their success in the matriculation in the "Obstacle" subject, within the framework of the program.

4. According to the details set out in Table 14 in the "Appendixes":
    256 out of 351 students in the program (72.9%), who were at 11th grade in 2009/10 and according to the mapping had one "Obstacle" subject which was a Last Hurdle for them to be eligible for a matriculation certificate, **attained a matriculation certificate** when they graduated 12th grade in 2010/11, as a result of their success in this particular matriculation exam, within the program framework.

(Details on the participants and expected matriculation rate following success in the matriculation exam under the Program's framework- 2009/10 data, 11th grade students in the Program- 2009/10 data, actual matriculation certificates among the participants, when graduating 12th grade in 2010/11- **tables 13, 14 under "Appendixes"**)

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Appendixes

Table 5: Number of students who were eligible for a matriculation certificate (after succeeding in the matriculation exam in the "Obstacle" subject) - according to school year

Legend:
- Eligible for matriculation among last year's 11th grade in the Program who graduated 12th grade this year
- Eligible for matriculation among 12th grade students
- Total eligibility for matriculation certificate
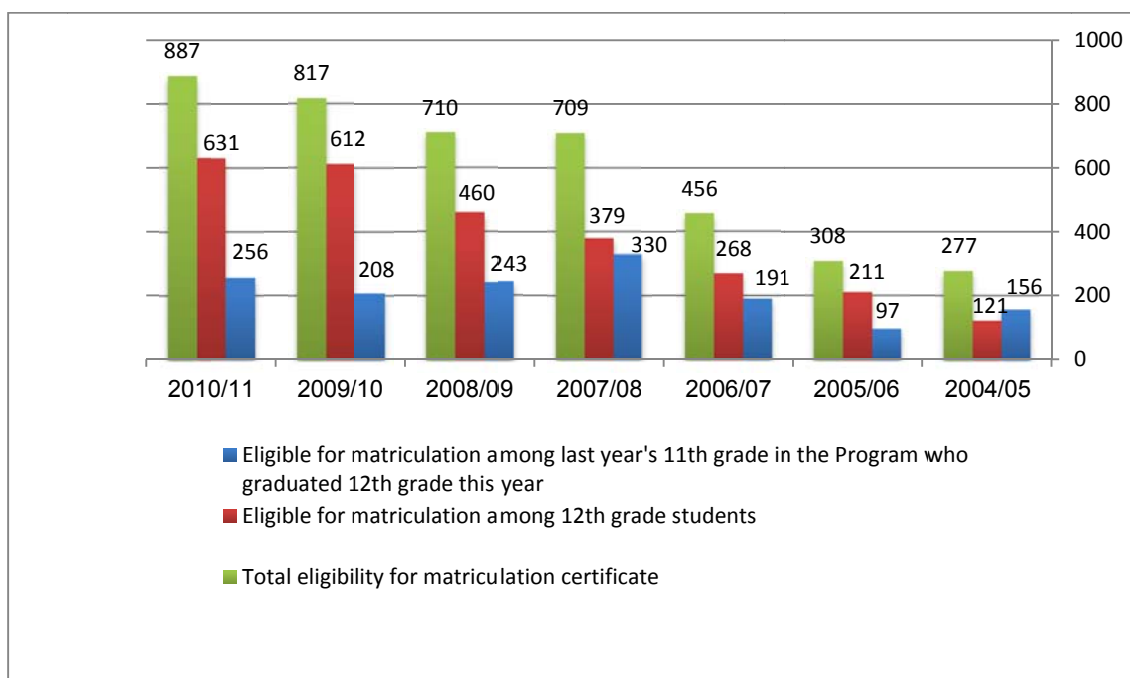
Table 6: Rate of students in the program who succeeded in the "Obstacle" subject (as a percentage of the number of students who began the program) AND Number of 12th grade students who were eligible for a matriculation certificate in relation to expectations (based on prior mapping)

Legend:
- Rate of students who succeeded in matriculation exam (in prop of those who began the Program)
- Matriculation eligibility rate among the 12th grade students who began the Program

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Table 7: Tafnit Program for Matriculation- "Last Hurdle"' 2010/11; students in the Program AND students according to kind of activity- 'regular' or 'independent-incorporated'

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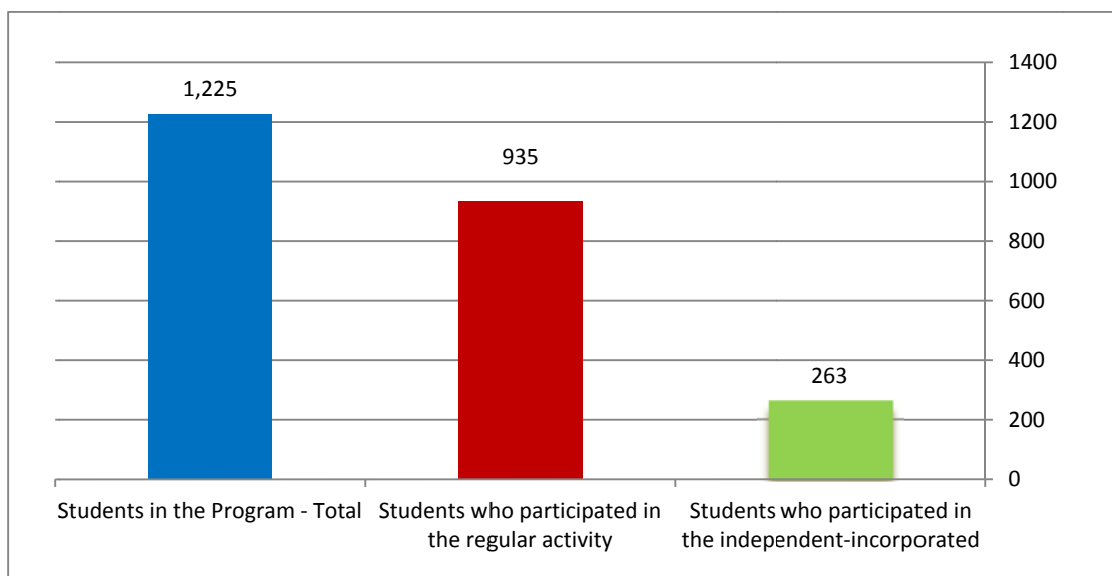
Table 8: Localities, schools and students- 2010/11

District	Town	School	Grade	Subject	Study Units	No. of Students	Notes
South	Be'er Sheva	Tuviyahu	12	Language	2	8	Independent
South	Be'er Sheva	Tuviyahu	12	Math	3	13	
South	Be'er Sheva	Mekif 1	12	Math	3	22	
South	Be'er Sheva	Mekif 1	12	Bible	2	6	Independent
South	Be'er Sheva	Mekif 6	11/12	Bible	2	20	
South	Be'er Sheva	Mekif 6	12	Civics	2	11	Independent
South	Be'er Sheva	Mekif 8	12	Bible	2	13	
South	Be'er Sheva	Mekif 7	11	Language	2	22	
South	Be'er Sheva	Mekif 7	11	Math	3	25	
South	Be'er Sheva	Makif 7	12	History	1	8	Independent
South	Be'er Sheva	Reger	11/12	Math	3	20	
South	Be'er Sheva	Reger	12	Bible	2	16	Independent
South	Ofakim	Makif dati	12	Language	1	11	
South	Ofakim	Amal	10	History	1	15	
South	Ofakim	Amal	10	Math	1	10	
South	Ofakim	Amal	12	Civics	2	25	
South	Ofakim	Amal	12	History	2	14	Independent
South	Ofakim	Amal	12	Language	1	8	Independent
South	Ofakim	Amal	12	Math	3	22	
South	Dimona	Lihaman	11	Math	2	19	
South	Netivot	Mamlachti	11/12	Geography	2n5	13	
South	Kiryat Malachi	Amit	11	Language	1	20	
South	Kiryat Malachi	Beit Hannah	12	Language	1	19	
South	Abu Basma	Abu Krinat	11	Math	3	22	
South	Abu Basma	Elhawashla	11	Math	3	10	
South	Abu Basma	Elhawashla	12	English	3	20	
South	Lakiya	Amal	12	History	2	21	Independent
South	Lakiya	Amal	12	Math	3	25	
South	Hura	El Nur	11/12	Civics	2	20	
South	Hura	El Nur	12	History	1	10	Independent
South	Hura	El Salaam	11	Civics	2	9	
South	Hura	El Salaam	11	Arabic	3	11	
South	Hura	Amal Rabin	11/12	Math	3	12	Independent
South	Hura	Amal Rabin	11/12	Math	3	22	
South	Kseifa	El Faruk	12	Math	3	28	
South	Kseifa	Abu Rabia	12	Civics	2	10	
South	Kseifa	Abu Rabia	12	History	1	12	Independent
South	Kseifa	Abu Rabia	12	History	1	12	
South	Kseifa	Abu Rabia	12	Math	3	12	
South	Kseifa	Abu Rabia	12	Hebrew	2	10	Independent
South	Kseifa	Abu Rabia	12	Hebrew	2	12	
South	Ar'ara	El Nur	11	Civics	1	10	Independent
South	Ar'ara	El Nur	11	Math	3	20	
South	Ar'ara	Amal	11	Civics	1	10	Independent
South	Ar'ara	Amal	11	Math	3	20	
South	Rahat	El Nur	12	English	3	9	Independent
South	Rahat	El Nur	12	Arabic	3	24	
South	Rahat	El Najah	12	Arabic	3	12	Independent
South	Rahat	El Najah	12	Arabic	3	22	
South	Tel Sheva	Elbian	11	History	2	8	Independent
South	Tel Sheva	Elbian	12	Arabic	3	18	
South	Tel Sheva	Amal	12	Math	3	13	Independent
South	Tel Sheva	Amal	12	Arabic	3	40	
Rural	Beit Yanai	Hadassah neurim	12	Math	3	16	
Haifa	Daliat el carmel	Ort Ronson	12	Arabic	3	16	
Haifa	Haifa	Ironi 1	12	Civics	2	10	
Haifa	Haifa	Ironi 1	12	Math	3	33	
North	Abu Snaan	Abu Snaan	12	Math	3	11	

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Table 8: *CONTINUE*

District	Town	School	Grade level	Subject	Study Units	No. of Students	Notes
North	Beit Jaan	Beit Jaan	11/12	Civics	2	9	Independent
North	Beit Jaan	Beit Jaan	11/12	Math	3	19	
North	Beit Jaan	Beit Jaan	12	Math	3	19	Independent
North	Beit Jaan	Beit Jaan	12	Math	3	13	
North	Yenu'ach Gat	Yenu'ach Gat	12	Civics	2	19	
North	Kisra samia	Amal	11	Arabic	3	21	Independent
North	Kisra samia	Amal	12	Arabic	3	16	
North	Mrar	Mrar A	12	Math	3	18	
North	Mrar	Mrar A	12	Arabic	3	14	Independent
North	Mrar	Mrar B	12	Math	3	15	
North	Majdal Shams	Majdal Shams	12	Heritage	1	6	Independent
North	Majdal Shams	Majdal Shams	12	Hebrew	3	17	
North	Mas'ade	Mas'ade	12	Math	3	15	
North	Peqi'in	Peqi'in	12	Civics	2	23	Independent
North	Peqi'in	Peqi'in	12	Hebrew	3	13	
North	Tiberias	High School Yeshiva	12	Math	3	14	
North	Kiryat Shmona	Danziger	12	Language	2	13	
North	Kiryat Shmona	Danziger	12	Math	3	17	
North	Shlomi	Ort Shlomi	10	Language	1	14	
4	**26**	**41**	**-**	**-**	**-**	**1,225**	**-**

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Table 9: Students in the Program who fitted the criteria for commencing the program and "Hashlama students"

District	Town	School	Subject	Study Units	Students who, according to the school mapping will be eligible for a matriculation certificate if they are successful in the matriculation "Obstacle" Subject offered by the program and began the program			No. of "Hashlama students" in study group	Total no. of students who began studies in the program – including "Hashlama students"			Total who began study in the program	Notes
					10th	11th	12th		10th	11th	12th		
South	Be'er Sheva	Tuviyahu	Language	2	0	0	4	4	0	0	8	8	Independent
South	Be'er Sheva	Tuviyahu	Math	3	0	0	8	5	0	0	13	13	
South	Be'er Sheva	Mekif 1	Math	3	0	0	6	0	0	0	6	22	
South	Be'er Sheva	Mekif 1	Bible	2	0	0	17	5	0	0	22	6	Independent
South	Be'er Sheva	Mekif 6	Bible	2	0	0	11	0	0	0	11	20	
South	Be'er Sheva	Mekif 6	Civics	2	0	7	10	3	0	7	13	11	Independent
South	Be'er Sheva	Mekif 8	Bible	2	0	2	7	4	0	2	11	13	
South	Be'er Sheva	Mekif 7	Language	2	0	0	7	1	0	0	8	22	
South	Be'er Sheva	Mekif 7	Math	3	0	22	0	0	0	22	0	25	
South	Be'er Sheva	Makif 7	History	1	0	15	0	10	0	25	0	8	Independent
South	Be'er Sheva	Reger	Math	3	0	0	11	5	0	0	16	20	
South	Be'er Sheva	Reger	Bible	2	0	8	12	0	0	8	12	16	Independent
South	Ofakim	Makif dati	Language	1	0	0	10	1	0	0	11	11	
South	Ofakim	Amal	History	1	0	0	9	5	0	0	14	15	
South	Ofakim	Amal	Math	1	0	0	5	3	0	0	8	10	
South	Ofakim	Amal	Civics	2	0	0	20	5	0	0	25	25	
South	Ofakim	Amal	History	2	0	0	0	15	15	0	0	14	Independent
South	Ofakim	Amal	Language	1	0	0	0	10	10	0	0	8	Independent
South	Ofakim	Amal	Math	3	0	0	18	4	0	0	22	22	
South	Dimona	Lihaman	Math	2	0	15	0	4	0	19	0	19	
South	Netivot	Mamlachti	Geography	2n5	0	6	3	4	0	9	4	13	
South	Kiryat Malachi	Amit	Language	1	0	14	0	6	0	20	0	20	
South	Kiryat Malachi	Beit Hannah	Language	1	0	0	16	3	0	0	19	19	
South	Abu Basma	Abu Krinat	Math	3	0	22	0	0	0	22	0	22	
South	Abu Basma	Elhawashla	Math	3	0	0	20	0	0	0	20	10	
South	Abu Basma	Elhawashla	English	3	0	10	0	0	0	10	0	20	
South	Lakiya	Amal	History	2	0	0	21	0	0	0	21	21	Independent
South	Lakiya	Amal	Math	3	0	0	25	0	0	0	25	25	
South	Hura	El Nur	Civics	2	0	0	10	0	0	0	10	20	
South	Hura	El Nur	History	1	0	10	10	0	0	10	10	10	Independent
South	Hura	El Salaam	Civics	2	0	9	0	0	0	9	0	9	
South	Hura	El Salaam	Arabic	3	0	11	0	0	0	11	0	11	
South	Hura	Amal Rabin	Math	3	0	2	10	0	0	2	10	12	Independent
South	Hura	Amal Rabin	Math	3	0	19	3	0	0	19	3	22	
South	Kseifa	El Faruk	Math	3	0	0	28	0	0	0	28	28	
South	Kseifa	Abu Rabia	Civics	2	0	0	12	0	0	0	12	10	
South	Kseifa	Abu Rabia	History	1	0	0	10	0	0	0	10	12	Independent
South	Kseifa	Abu Rabia	History	1	0	0	10	0	0	0	10	12	
South	Kseifa	Abu Rabia	Math	3	0	0	12	0	0	0	12	12	
South	Kseifa	Abu Rabia	Hebrew	2	0	0	12	0	0	0	12	10	Independent
South	Kseifa	Abu Rabia	Hebrew	2	0	0	12	0	0	0	12	12	
South	Ar'ara	El Nur	Civics	1	0	10	0	0	0	10	0	10	Independent
South	Ar'ara	El Nur	Math	3	0	20	0	0	0	20	0	20	
South	Ar'ara	Amal	Civics	1	0	10	0	0	0	10	0	10	Independent
South	Ar'ara	Amal	Math	3	0	20	0	0	0	20	0	20	
South	Rahat	El Nur	English	3	0	0	6	3	0	0	9	9	Independent
South	Rahat	El Nur	Arabic	3	0	0	24	0	0	0	24	24	
South	Rahat	El Najah	Arabic	3	0	0	8	4	0	0	12	12	Independent
South	Rahat	El Najah	Arabic	3	0	0	22	0	0	0	22	22	
South	Tel Sheva	Elbian	History	2	0	6	0	2	0	8	0	8	Independent
South	Tel Sheva	Elbian	Arabic	3	0	0	17	1	0	0	18	18	

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Table 9: *CONTINUED*

District	Town	School	Subject	Study Units	Students who, according to the school mapping will be eligible for a matriculation certificate if they are successful in the matriculation "Obstacle" Subject offered by the program and began the program			No. of "Hashlama students" in study group	Total no. of students who began studies in the program – including "Hashlama students"			Total who began study in the program	Notes
					10th	11th	12th		10th	11th	12th		
South	Tel Sheva	Amal	Math	3	0	0	12	1	0	0	13	13	Independent
South	Tel Sheva	Amal	Arabic	3	0	0	32	8	0	0	40	40	
Rural	Beit Yanai	Hadassah neurim	Math	3	0	0	10	6	0	0	16	16	
Haifa	Daliat el carmel	Ort Ronson	Arabic	3	0	0	10	6	0	0	16	16	
Haifa	Haifa	Ironi 1	Civics	2	0	0	8	2	0	0	10	10	
Haifa	Haifa	Ironi 1	Math	3	0	0	26	7	0	0	33	33	
North	Abu Snaan	Abu Snaan	Math	3	0	0	11	0	0	0	11	11	
North	Beit Jaan	Beit Jaan	Civics	2	0	5	4	0	0	0	4	9	Independent
North	Beit Jaan	Beit Jaan	Math	3	0	0	19	0	0	0	19	19	
North	Beit Jaan	Beit Jaan	Math	3	0	6	24	2	0	2	26	32	Independent
North	Yenu'ach Gat	Yenu'ach Gat	Civics	2	0	0	18	0	0	1	19	19	
North	Kisra samia	Amal	Arabic	3	0	21	0	0	0	0	0	21	Independent
North	Kisra samia	Amal	Arabic	3	0	0	16	2	0	0	16	16	
North	Mrar	Mrar A	Math	3	0	0	12	0	0	2	14	14	
North	Mrar	Mrar A	Arabic	3	0	0	18	0	0	0	18	18	Independent
North	Mrar	Mrar B	Math	3	0	0	15	0	0	0	15	15	
North	Majdal Shams	Majdal Shams	Heritage	1	0	0	6	2	0	0	6	6	Independent
North	Majdal Shams	Majdal Shams	Hebrew	3	0	0	15	1	0	2	17	17	
North	Mas'ade	Mas'ade	Math	3	0	0	14	13	0	1	15	15	
North	Peqi'in	Peqi'in	Civics	2	0	0	10	3	0	13	23	23	Independent
North	Peqi'in	Peqi'in	Hebrew	3	0	0	10	5	0	3	13	13	
North	Tiberias	High School Yeshiva	Math	3	0	0	9	3	0	5	14	14	
North	Kiryat Shmona	Danziger	Language	2	0	0	10	0	0	3	13	13	
North	Kiryat Shmona	Danziger	Math	3	0	0	17	10	0	0	17	17	
North	Shlomi	Ort Shlomi	Language	1	4	0	0		14	10	0	14	
4	**26**	**41**	**-**		**4**	**270**	**772**	**179**	**39**	**295**	**891**	**1225**	

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Table 10: Participants and results according to schools and matriculation subject

District	Town	School	Grade	Subject	Study Units	Students who began program	Students who finished program	Number of dropouts	Dropout rate (%)	Number of students who succeeded in the matriculation exam	Matric. success rate (%) relative to no. of students who began program	Notes
South	Be'er Sheva	Tuviyahu	12	Language	2	8	8	0	0%	8	100%	Independent
South	Be'er Sheva	Tuviyahu	12	Math	3	13	13	0	0%	6	46%	
South	Be'er Sheva	Mekif 1	12	Math	3	22	22	0	0%	20	91%	
South	Be'er Sheva	Mekif 1	12	Bible	2	6	6	0	0%	5	83%	Independent
South	Be'er Sheva	Mekif 6	11/12	Bible	2	20	20	0	0%	18	90%	
South	Be'er Sheva	Mekif 6	12	Civics	2	11	11	0	0%	11	100%	Independent
South	Be'er Sheva	Mekif 8	12	Bible	2	13	13	0	0%	11	85%	
South	Be'er Sheva	Mekif 7	11	Language	2	22	22	0	0%	22	100%	
South	Be'er Sheva	Mekif 7	11	Math	3	25	25	0	0%	24	96%	
South	Be'er Sheva	Makif 7	12	History	1	8	8	0	0%	8	100%	Independent
South	Be'er Sheva	Reger	11/12	Math	3	20	20	0	0%	19	95%	
South	Be'er Sheva	Reger	12	Bible	2	16	16	0	0%	15	94%	Independent
South	Ofakim	Makif dati	12	Language	1	11	11	0	0%	5	45%	
South	Ofakim	Amal	10	History	1	15	15	0	0%	15	100%	
South	Ofakim	Amal	10	Math	1	10	9	1	10%	9	90%	
South	Ofakim	Amal	12	Civics	2	25	25	0	0%	25	100%	
South	Ofakim	Amal	12	History	2	14	14	0	0%	14	100%	Independent
South	Ofakim	Amal	12	Language	1	8	8	0	0%	8	100%	Independent
South	Ofakim	Amal	12	Math	3	22	21	1	5%	16	73%	
South	Dimona	Lihaman	11	Math	2	19	19	0	0%	18	95%	
South	Netivot	Mamlachti	11/12	Geography	2n5	13	13	0	0%	13	100%	
South	Kiryat Malachi	Amit	11	Language	1	20	19	1	5%	18	90%	
South	Kiryat Malachi	Beit Hannah	12	Language	1	19	18	1	5%	18	95%	
South	Abu Basma	Abu Krinat	11	Math	3	22	21	1	5%	16	73%	
South	Abu Basma	Elhawashla	11	Math	3	10	10	0	0%	10	100%	
South	Abu Basma	Elhawashla	12	English	3	20	20	0	0%	15	75%	
South	Lakiya	Amal	12	History	2	21	21	0	0%	20	95%	Independent
South	Lakiya	Amal	12	Math	3	25	24	1	4%	23	92%	
South	Hura	El Nur	11/12	Civics	2	20	20	0	0%	19	95%	
South	Hura	El Nur	12	History	1	10	10	0	0%	10	100%	Independent
South	Hura	El Salaam	11	Civics	2	9	9	0	0%	9	100%	
South	Hura	El Salaam	11	Arabic	3	11	11	0	0%	11	100%	
South	Hura	Amal Rabin	11/12	Math	3	12	12	0	0%	12	100%	Independent
South	Hura	Amal Rabin	11/12	Math	3	22	22	0	0%	22	100%	
South	Kseifa	El Faruk	12	Math	3	28	28	0	0%	20	71%	
South	Kseifa	Abu Rabia	12	Civics	2	10	10	0	0%	10	100%	
South	Kseifa	Abu Rabia	12	History	1	12	12	0	0%	12	100%	Independent
South	Kseifa	Abu Rabia	12	History	1	12	12	0	0%	12	100%	
South	Kseifa	Abu Rabia	12	Math	3	12	12	0	0%	11	92%	
South	Kseifa	Abu Rabia	12	Hebrew	2	10	10	0	0%	10	100%	Independent
South	Kseifa	Abu Rabia	12	Hebrew	2	12	12	0	0%	12	100%	
South	Ar'ara	El Nur	11	Civics	1	10	10	0	0%	10	100%	Independent
South	Ar'ara	El Nur	11	Math	3	20	20	0	0%	20	100%	
South	Ar'ara	Amal	11	Civics	1	10	10	0	0%	10	100%	Independent
South	Ar'ara	Amal	11	Math	3	20	20	0	0%	15	75%	
South	Rahat	El Nur	12	English	3	9	9	0	0%	6	67%	Independent
South	Rahat	El Nur	12	Arabic	3	24	24	0	0%	22	92%	
South	Rahat	El Najah	12	Arabic	3	12	12	0	0%	12	100%	Independent
South	Rahat	El Najah	12	Arabic	3	22	22	0	0%	22	100%	

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Table 10: *CONTINUED*

District	Town	School	Grade	Subject	Study Units	Students who began program	Students who finished program	Number of dropouts	Dropout rate (%)	Number of students who succeeded in the matriculation exam	Matric. success rate (%) relative to no. of students who began program	Notes
South	Tel Sheva	Elbian	11	History	2	8	8	0	0%	6	75%	
South	Tel Sheva	Elbian	12	Arabic	3	18	18	0	0%	18	100%	
South	Tel Sheva	Amal	12	Math	3	13	13	0	0%	13	100%	Independent
South	Tel Sheva	Amal	12	Arabic	3	40	40	0	0%	38	95%	
Rural	Beit Yanai	Hadassah neurim	12	Math	3	16	16	0	0%	14	88%	
Haifa	Daliat el carmel	Ort Ronson	12	Arabic	3	16	16	0	0%	15	94%	
Haifa	Haifa	Ironi 1	12	Civics	2	10	10	0	0%	10	100%	
Haifa	Haifa	Ironi 1	12	Math	3	33	32	1	3%	28	85%	
North	Abu Snaan	Abu Snaan	12	Math	3	11	11	0	0%	11	100%	
North	Beit Jaan	Beit Jaan	11/12	Civics	2	9	9	0	0%	9	100%	Independent
North	Beit Jaan	Beit Jaan	11/12	Math	3	19	19	0	0%	19	100%	
North	Beit Jaan	Beit Jaan	12	Math	3	19	19	0	0%	18	95%	Independent
North	Beit Jaan	Beit Jaan	12	Math	3	13	13	0	0%	13	100%	
North	Yenu'ach Gat	Yenu'ach Gat	12	Civics	2	19	19	0	0%	19	100%	
North	Kisra samia	Amal	11	Arabic	3	21	21	0	0%	21	100%	Independent
North	Kisra samia	Amal	12	Arabic	3	16	16	0	0%	16	100%	
North	Mrar	Mrar A	12	Math	3	18	17	1	6%	18	100%	
North	Mrar	Mrar A	12	Arabic	3	14	14	0	0%	13	93%	Independent
North	Mrar	Mrar B	12	Math	3	15	15	0	0%	12	80%	
North	Majdal Shams	Majdal Shams	12	Heritage	1	6	6	0	0%	6	100%	Independent
North	Majdal Shams	Majdal Shams	12	Hebrew	3	17	17	0	0%	17	100%	
North	Mas'ade	Mas'ade	12	Math	3	15	15	0	0%	3	20%	
North	Peqi'in	Peqi'in	12	Civics	2	23	23	0	0%	19	83%	Independent
North	Peqi'in	Peqi'in	12	Hebrew	3	13	13	0	0%	13	100%	
North	Tiberias	High School Yeshiva	12	Math	3	14	14	0	0%	13	93%	
North	Kiryat Shmona	Danziger	12	Language	2	13	13	0	0%	13	100%	
North	Kiryat Shmona	Danziger	12	Math	3	17	17	0	0%	11	65%	
North	Shlomi	Ort Shlomi	10	Language	1	14	13	1	7%	12	86%	
4	**26**	**41**	**-**	**-**	**-**	**1225**	**1216**	**9**	**1%**	**1115**	**91%**	**-**

*Overall grade in the entire matriculation, also in cases when the student was tested on only one questionnaire out of several available.

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Table 11: Eligibility for matriculation certificates in 2010/11; results of school mappings (September 2010 for students who took the winter 2010/11 matriculation exams or January 2011 for those who took the summer 2011 matriculation exams); predictions about matriculation certificates according to mappings, and numbers of those actually eligible for matriculation certificates amongst 12th graders participating in the program

District	Town	School	No. of 12th graders meeting entry criteria (expected to achieve matric. certificate) according to prior mapping- of 12th graders in program	Actual number of matric. certificates attained among 12th graders in the program	Rates (%) of those actually eligible for a matric. certificate as a % of those expected to be eligible according to the mapping	Notes
South	Be'er Sheva	Tuviyahu	4	4	100%	Independent
South	Be'er Sheva	Tuviyahu	8	6	75%	
South	Be'er Sheva	Mekif 1	6	5	83%	Independent
South	Be'er Sheva	Mekif 1	17	16	94%	
South	Be'er Sheva	Mekif 6	11	11	100%	Independent
South	Be'er Sheva	Mekif 6	10	10	100%	
South	Be'er Sheva	Mekif 8	7	5	71%	
South	Be'er Sheva	Mekif 7	7	6	86%	Independent
South	Be'er Sheva	Reger	11	11	100%	Independent
South	Be'er Sheva	Reger	12	11	92%	
South	Ofakim	Makif dati	10	5	50%	
South	Ofakim	Amal	14	10	71%	Independent
South	Ofakim	Amal	38	25	66%	
South	Netivot	Mamlachti	3	1	33%	
South	Kiryat Malachi	Beit Hannah	16	10	63%	
South	Abu Basma	Elhawashla	20	13	65%	
South	Lakiya	Amal	21	19	90%	Independent
South	Lakiya	Amal	25	23	92%	
South	Hura	El Nur	10	9	90%	Independent
South	Hura	El Nur	10	9	90%	
South	Hura	Amal Rabin	10	10	100%	Independent
South	Hura	Amal Rabin	3	3	100%	
South	Kseifa	El Faruk	28	18	64%	
South	Kseifa	Abu Rabia	22	16	73%	Independent
South	Kseifa	Abu Rabia	46	39	85%	
South	Rahat	El Nur	6	6	100%	Independent
South	Rahat	El Nur	24	18	75%	
South	Rahat	El Najah	8	8	100%	Independent
South	Rahat	El Najah	22	14	64%	
South	Rahat	El Najah	17	16	94%	
South	Rahat	Amal	12	11	92%	Independent
South	Rahat	Amal	32	24	75%	
Rural	Beit Yanai	Hadassah neurim	10	6	60%	
Haifa	daliat el carmel	Ort Ronson	10	7	70%	
Haifa	Haifa	Ironi 1	34	25	74%	
North	Abu Snaan	Abu Snaan	11	10	91%	
North	Beit Jaan	Beit Jaan	23	23	100%	Independent
North	Beit Jaan	Beit Jaan	24	24	100%	
North	Yenu'ach Gat	Yenu'ach Gat	18	18	100%	
North	Yenu'ach Gat	Yenu'ach Gat	16	8	50%	
North	Mrar	Mrar A	12	12	100%	Independent
North	Mrar	Mrar A	18	18	100%	
North	Mrar	Mrar B	15	10	67%	
North	Majdal Shams	Majdal Shams	6	1	17%	Independent

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Table 11: *CONTINUED*

District	Town	School	No. of 12th graders meeting entry criteria (expected to achieve matric. certificate) according to prior mapping- of 12th graders in program	Actual number of matric. certificates attained among 12th graders in the program	Rates (%) of those actually eligible for a matric. certificate as a % of those expected to be eligible according to the mapping	Notes
North	Majdal Shams	Majdal Shams	15	11	73%	
North	Mas'ade	Mas'ade	14	2	14%	
North	Peqi'in	Peqi'in	10	7	70%	Independent
North	Peqi'in	Peqi'in	10	2	20%	
North	Tiberias	High School Yeshiva	9	7	78%	
North	Kiryat Shmona	Danziger	27	17	63%	
-	**-**	**-**	**772**	**600**	**77.7%**	

Table 11.A: Total- 12th grade students eligible for matriculation certificate- among the "Hashlama students" group

District	Town	School	Number of "Hashlama students" in the Program	Actual number of matric. certificates attained among 12th graders in the program- "Hashlama" group
South	Be'er Sheva	Tuviyahu	4	0
South	Be'er Sheva	Tuviyahu	5	0
South	Be'er Sheva	Mekif 1	5	3
South	Be'er Sheva	Mekif 6	3	1
South	Be'er Sheva	Mekif 8	4	2
South	Be'er Sheva	Mekif 7	1	0
South	Be'er Sheva	Reger	5	1
South	Ofakim	Makif dati	1	0
South	Ofakim	Amal	8	0
South	Ofakim	Amal	9	2
South	Netivot	Mekif Mamlachti	1	0
South	Kiryat Malachi	Beit Hannah	3	0
South	Rahat	El Nur	3	2
South	Rahat	Amal El Najah	4	4
South	Tel Sheva	Amal	1	0
South	Tel Sheva	Amal Alon	1	0
South	Tel Sheva	Amal Alon	8	0
Rural	Beit Yanai	Hadassah Neurim	6	0
Haifa	Daliat el carmel	Ort Ronson	6	3
Haifa	Haifa	Ironi 1	9	6
North	Beit Jaan	Beit Jaan High School	2	1
North	Yenu'ach Gat	Yenu'ach Gat	1	1
North	Mrar	Mrar A	2	0
North	Majdal Shams	Majdal Shams High School	2	1
North	Mas'ade	Mas'ade	1	0
North	Peqi'in	Peqi'in	13	0
North	Peqi'in	Peqi'in	3	0
North	Tiberias	High School Yeshiva	5	1
North	Kiryat Shmona	Danziger	3	3
Total			**119**	**31**

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Table 12: Summary – 2010/11

District	Town	School	Grade	Subject	Students who began program	Dropout rate (%)	Matric. success rate (%) relative to no. of students who began program	Average final grade on matric.	No. of eligible for matric. certificate among 12th graders in program	Notes
South	Be'er Sheva	Tuviyahu	12	Language	8	0%	100%	63	4	Independent
South	Be'er Sheva	Tuviyahu	12	Math	13	0%	46%	64	6	
South	Be'er Sheva	Mekif 1	12	Math	22	0%	91%	73	16	
South	Be'er Sheva	Mekif 1	12	Bible	6	0%	83%	65	5	Independent
South	Be'er Sheva	Mekif 6	11/12	Bible	20	0%	90%	68	10	
South	Be'er Sheva	Mekif 6	12	Civics	11	0%	100%	74	11	Independent
South	Be'er Sheva	Mekif 8	12	Bible	13	0%	85%	67	5	
South	Be'er Sheva	Mekif 7	11	Language	22	0%	100%	72	-	
South	Be'er Sheva	Mekif 7	11	Math	25	0%	96%	76	-	
South	Be'er Sheva	Makif 7	12	History	8	0%	100%	65	6	Independent
South	Be'er Sheva	Reger	11/12	Math	20	0%	95%	70	11	
South	Be'er Sheva	Reger	12	Bible	16	0%	94%	67	11	Independent
South	Ofakim	Makif dati	12	Language	11	0%	45%	53	5	
South	Ofakim	Amal	10	History	15	0%	100%	69	-	
South	Ofakim	Amal	10	Math	10	10%	90%	83	-	
South	Ofakim	Amal	12	Civics	25	0%	100%	73	12	
South	Ofakim	Amal	12	History	14	0%	100%	59	5	Independent
South	Ofakim	Amal	12	Language	8	0%	100%	57	5	Independent
South	Ofakim	Amal	12	Math	22	5%	73%	68	13	
South	Dimona	Lihaman	11	Math	19	0%	95%	66	-	
South	Netivot	Mamlachti	11/12	Geography	13	0%	100%	76	1	
South	Kiryat Malachi	Amit	11	Language	20	5%	90%	65	0	
South	Kiryat Malachi	Beit Hannah	12	Language	19	5%	95%	75	10	
South	Abu Basma	Abu Krinat	11	Math	22	5%	73%	71	-	
South	Abu Basma	Elhawashla	11	Math	10	0%	100%	71	-	
South	Abu Basma	Elhawashla	12	English	20	0%	75%	70	13	
South	Lakiya	Amal	12	History	21	0%	95%	70	19	Independent
South	Lakiya	Amal	12	Math	25	4%	92%	69	23	
South	Hura	El Nur	11/12	Civics	20	0%	95%	70	9	
South	Hura	El Nur	12	History	10	0%	100%	85	9	Independent
South	Hura	El Salaam	11	Civics	9	0%	100%	79	-	
South	Hura	El Salaam	11	Arabic	11	0%	100%	77	-	
South	Hura	Amal Rabin	11/12	Math	12	0%	100%	78	10	Independent
South	Hura	Amal Rabin	11/12	Math	22	0%	100%	91	3	
South	Kseifa	El Faruk	12	Math	28	0%	71%	69	18	
South	Kseifa	Abu Rabia	12	Civics	10	0%	100%	74	8	
South	Kseifa	Abu Rabia	12	History	12	0%	100%	85	10	Independent
South	Kseifa	Abu Rabia	12	History	12	0%	100%	86	11	
South	Kseifa	Abu Rabia	12	Math	12	0%	92%	85	9	
South	Kseifa	Abu Rabia	12	Hebrew	10	0%	100%	81	6	Independent
South	Kseifa	Abu Rabia	12	Hebrew	12	0%	100%	75	11	
South	Ar'ara	El Nur	11	Civics	10	0%	100%	78	-	Independent
South	Ar'ara	El Nur	11	Math	20	0%	100%	89	-	
South	Ar'ara	Amal	11	Civics	10	0%	100%	78	-	Independent
South	Ar'ara	Amal	11	Math	20	0%	75%	92	-	
South	Rahat	El Nur	12	English	9	0%	67%	56	6	Independent
South	Rahat	El Nur	12	Arabic	24	0%	92%	61	18	
South	Rahat	El Najah	12	Arabic	12	0%	100%	64	8	Independent
South	Rahat	El Najah	12	Arabic	22	0%	100%	73	14	

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Table 12: *CONTINUED*

District	Town	School	Grade	Subject	Students who began program	Dropout rate (%)	Matric. success rate (%) relative to no. of students who began program	Average final grade on matric.	No. of eligible for matric. certificate among 12th graders in program	Notes
South	Tel Sheva	Elbian	11	History	8	0%	75%	59	-	
South	Tel Sheva	Elbian	12	Arabic	18	0%	100%	62	16	
South	Tel Sheva	Amal	12	Math	13	0%	100%	76	11	Independent
South	Tel Sheva	Amal	12	Arabic	40	0%	95%	66	4	
Rural	Beit Yanai	Hadassah neurim	12	Math	16	0%	88%	65	6	
Haifa	daliat el carmel	Ort Ronson	12	Arabic	16	0%	94%	64	7	
Haifa	Haifa	Ironi 1	12	Civics	10	0%	100%	73	6	
Haifa	Haifa	Ironi 1	12	Math	33	3%	85%	72	19	
North	Abu Snaan	Abu Snaan	12	Math	11	0%	100%	78	10	
North	Beit Jaan	Beit Jaan	11/12	Civics	9	0%	100%	80	4	Independent
North	Beit Jaan	Beit Jaan	11/12	Math	19	0%	100%	80	11	
North	Beit Jaan	Beit Jaan	12	Math	19	0%	95%	67	19	Independent
North	Beit Jaan	Beit Jaan	12	Math	13	0%	100%	78	13	
North	Yenu'ach Gat	Yenu'ach Gat	12	Civics	19	0%	93%	69	7	
North	Kisra samia	Amal	11	Arabic	21	0%	100%	82	18	Independent
North	Kisra samia	Amal	12	Arabic	16	0%	100%	71	-	
North	Mrar	Mrar A	12	Math	18	6%	100%	74	8	
North	Mrar	Mrar A	12	Arabic	14	0%	100%	81	18	Independent
North	Mrar	Mrar B	12	Math	15	0%	93%	64	12	
North	Majdal Shams	Majdal Shams	12	Heritage	6	0%	80%	66	10	Independent
North	Majdal Shams	Majdal Shams	12	Hebrew	17	0%	100%	82	1	
North	Mas'ade	Mas'ade	12	Math	15	0%	100%	75	11	
North	Peqi'in	Peqi'in	12	Civics	23	0%	20%	69	2	Independent
North	Peqi'in	Peqi'in	12	Hebrew	13	0%	83%	66	7	
North	Kiryat Shmona	Danziger	12	Language	13	0%	100%	63	7	
North	Kiryat Shmona	Danziger	12	Math	17	0%	65%	71	10	
North	Shlomi	Ort Shlomi	10	Language	14	7%	86%	62	-	
4	**26**	**41**	**-**	**-**	**1225**	**1%**	**91%**	**72**	**600**	

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Yeholot
Founded by Rashi Foundation

Rashi Foundation

Table 13: Total number of students, expectations for achieving matriculation certificates as a result of success in matriculation exams in the program, <u>2009/10 figures</u>

District	Town	School	Subject	Study Units	Students who, according to the school mapping will be eligible for a matric. Certificate if they succeed in the "Obstacle" subject offered by the program and began studying in the program.				No. of "Hashlama students" added to study group	Total no. of students who began program, incl. "Hashlama students"			Total no. of students who began program – all grades.
					10th	11th	12th	Total who will attain matric.		10th	11th	12th	
South	Be'er Sheva	Mekif 6	Bible	2	0	0	13	13	4	0	0	17	17
South	Be'er Sheva	Mekif 6	Civics	2	0	0	8	8	0	0	0	8	8
South	Be'er Sheva	Mekif 3	Math	3	0	0	20	20	4	0	0	24	24
South	Be'er Sheva	Mekif 7	Math	4	0	20	0	20	7	0	27	0	27
South	Be'er Sheva	Mekif 7	Math	3	0	19	0	19	4	0	23	0	23
South	Be'er Sheva	Mekif 7	Language	3	0	0	5	5	2	0	0	7	7
South	Be'er Sheva	Mekif 7	Bible	2	0	0	17	17	3	0	0	20	20
South	Be'er Sheva	Tuviyahu	Civics	2	0	0	16	16	3	0	0	19	19
South	Be'er Sheva	Tuviyahu	Civics	2	0	0	18	18	9	0	0	27	27
South	Be'er Sheva	Amit	Math	3	0	5	10	15	3	0	5	13	18
South	Be'er Sheva	Mekif 8	Math	3	0	4	8	12	5	0	4	13	17
South	Be'er Sheva	Mekif 8	History B	1	0	13	0	13	4	0	17	0	17
South	Be'er Sheva	Amit Ulpana	Math	3	0	9	4	13	3	0	12	4	16
South	Be'er Sheva	Reger	Math	3	0	16	4	20	0	0	16	4	20
South	Be'er Sheva	Reger	Bible	2	0	0	7	7	1	0	0	8	8
South	Kiryat Malachi	Beit Hannah	Language	1	0	4	9	13	3	0	5	11	16
South	Kiryat Malachi	Amit	Math	3	0	0	11	11	3	0	0	14	14
South	Ofakim	Amal	Civics	2	0	0	23	23	2	0	0	25	25
South	Ofakim	Amal	Math	3	0	0	15	15	0	0	0	15	15
South	Ofakim	Amal	Language	1	0	14	0	14	0	0	14	0	14
South	Ofakim	Amal	History B	1	0	13	0	13	0	0	13	0	13
South	Netivot	Mamlachti	History	2	0	11	0	11	1	0	12	0	12
South	Netivot	Mamlachti	Bible	2	0	0	10	10	2	0	0	12	12
South	Kseifa	Abu Rabia	Civics	2	0	31	0	31	0	0	31	0	31
South	Kseifa	Abu Rabia	Math	1	0	0	12	12	0	0	0	12	12
South	Kseifa	El Faruk	Math	3	0	0	25	25	0	0	0	25	25
South	Kseifa	El Faruk	Math	3	0	0	10	10	0	0	0	10	10
South	Hura	Amal Rabin	Math	3	0	12	0	12	0	0	12	0	12
South	Hura	Amal Rabin	Math	3	20	0	0	20	0	20	0	0	20
South	Hura	El Salaam	Arabic	3	0	19	7	26	2	0	21	7	28
South	Hura	El Nur	Arabic	3	0	0	10	10	0	0	0	10	10
South	Hura	El Nur	Civics	2	0	0	10	10	0	0	0	10	10
South	Ar'ara	El Nur	Civics	2	0	9	0	9	1	0	10	0	10
South	Ar'ara	El Nur	Math	3	0	21	0	21	0	0	21	0	21
South	Ar'ara	Amal	Math	3	0	24	0	24	0	0	24	0	24
South	Ar'ara	Amal	Civics	2	0	0	10	10	0	0	0	10	10
South	Ar'ara	Amal	Math	3	0	0	23	23	0	0	0	23	23
South	Ar'ara	Amal	Civics	2	0	9	0	9	1	0	10	0	10
South	Rahat	El Nur	Math	3	0	17	0	17	3	0	20	0	20
South	Rahat	El Nur	Civics	2	0	8	0	8	6	0	14	0	14
South	Rahat	El Najah	Math	3	0	0	17	17	3	0	3	17	20

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District	Town	School	Subject	Study Units	Students who, according to the school mapping will be eligible for a matric. Certificate if they succeed in the "Obstacle" subject offered by the program and began studying in the program.				No. of "Hashlama students" added to study group	Total no. of students who began program, incl. "Hashlama students"			Total no. of students who began program – all grades.
					10th	11th	12th	Total who will attain matric.		10th	11th	12th	
South	Rahat	El Najah	Arabic	3	0	0	8	8	0	0	0	8	8
South	Lakiya	Amal	Civics	2	0	0	21	21	0	0	0	21	21
South	Lakiya	Amal	Math	3	0	0	13	13	9	0	0	22	22
South	Tel Sheva	Elbian	Arabic	3	0	0	18	18	0	0	0	18	18
South	Tel Sheva	Elbian	Math	3	0	8	0	8	0	0	8	0	8
South	Tel Sheva	Amal	Arabic	3	0	0	19	19	1	0	0	20	20
South	Tel Sheva	Amal	Civics	2	0	7	0	7	1	0	8	0	8
South	Abu Basma	Abu Krinat	Math	3	0	0	8	8	0	0	0	8	8
South	Abu Basma	Abu Krinat	Math	3	0	20	0	20	0	0	20	0	20
South	Abu Basma	Elhawashla	English	3	0	0	12	12	4	0	0	16	16
South	Abu Basma	Elhawashla	Math	3	0	8	0	8	0	0	8	0	8
Haifa	Hadera	Ulpana	History	1	0	0	3	3	6	0	0	9	9
Haifa	Daliat El Carmel	Ort Ronson	Arabic	3	0	0	20	20	9	0	0	29	29
Haifa	Haifa	Ironi 1	Civics	2	0	0	10	10	4	0	0	14	14
North	Kiryat Shmona	Danziger	Math-Winter	3	0	0	9	9	2	0	0	11	11
North	Kiryat Shmona	Danziger	Math-Winter	3	0	4	4	8	0	0	4	4	8
North	Kiryat Shmona	Danziger	Math	3	0	0	8	8	2	0	0	10	10
North	Kiryat Shmona	Danziger	History	1	0	0	5	5	2	0	0	7	7
North	Afula	Amit	Math	3	0	0	12	12	4	0	0	16	16
North	Tiberias	High School Yeshiva	Math	3	0	0	7	7	2	0	0	9	9
North	Beit Jaan	Beit Jaan	Math	3	0	0	12	12	5	0	0	17	17
North	Beit Jaan	Beit Jaan	Math	3	0	0	12	12	8	0	0	20	20
North	Beit Jaan	Beit Jaan	Civics	2	0	0	11	11	0	0	0	11	11
North	Beit Jaan	Beit Jaan	Math	3	0	0	7	7	0	0	0	7	7
North	Beit Jaan	Beit Jaan	Hebrew	3	0	0	11	11	0	0	0	11	11
North	Hurfeish	Hurfeish	English	3	0	0	4	4	4	0	0	8	8
North	Hurfeish	Hurfeish	Civics	2	0	0	13	13	1	0	0	14	14
North	Yarka	Yarka	Math	3	0	0	17	17	9	0	0	26	26
North	Yenu'ach Gat	Yenu'ach Gat	Civics	2	0	0	13	13	4	0	0	17	17
North	Deir al-Asad	Deir al-Asad	Math	2	0	14	0	14	4	0	18	0	18
North	Bi'ina	Bi'ina	Arabic	3	0	0	18	18	2	0	0	20	20
North	Abu Snaan	Abu Snaan	Arabic	3	0	0	6	6	3	0	0	9	9
North	Abu Snaan	Abu Snaan	Math	3	0	0	1	1	7	0		8	8
North	Peqi'in	Peqi'in	Arabic	3	0	12	2	14	3	0	12	2	17
North	Peqi'in	Peqi'in	Civics	2	0	0	4	4	4	0	0	8	8
North	Mrar	Mrar A	Arabic	3	0	0	11	11	4	0	0	15	15
North	Mrar	Mrar A	Math	3	0	0	19	19	0	0	0	19	19
North	Mrar	Mrar B	Hebrew	3	0	0	9	9	3	0	0	12	12
North	Majdal Shams	Majdal Shams	Hebrew	3	0	0	23	23	9	0	0	32	32
North	Kisra Samia	Amal	Math	3	0	0	10	10	2	0	0	12	12
Total					**20**	**351**	**702**		**197**	**20**	**395**	**855**	

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Table 14: 11th grade students in the program in 2009/10; percentage who received a matriculation certificate when graduating 12th grade in 2010/11

Town	School	Subject	Study units	No. of last year's 11th graders, who have an "Obstacle" subject according to mapping	11th graders with an "Obstacle" subject eligible for matric. at end of 2009/10	Rate (%) of 2009/10 11th graders eligible for matric. certificate
Be'er Sheva	Mekif 3	Math	4	20	12	60%
Be'er Sheva	Mekif 7	Math	3	19	18	95%
Be'er Sheva	Amit	Math	3	5	5	100%
Be'er Sheva	Mekif 8	Math	3	4	13	76%
Be'er Sheva	Mekif 8	History B	1	13		
Be'er Sheva	Ulpana	Math	3	9	8	89%
Be'er Sheva	Reger	Math	3	16	16	100%
Kiryat Malachi	Beit Hannah	Language B	1	4	2	50%
Ofakim	Amal	Language	1	14	13	48%
Ofakim	Amal	History B	1	13		
Netivot	Mamlachti	History	2	11	5	45%
Kseifa	Abu Rabia	Civics	2	31	31	100%
Hura	Amal Rabin	Math	3	12	5	45%
Hura	El Salaam	Arabic	3	19	4	21%
Ar'ara	El Nur	Civics	2	9	28	93%
Ar'ara	El Nur	Math	3	21		
Ar'ara	Amal	Math	3	24	29	88%
Ar'ara	Amal	Civics	2	9		
Rahat	El Nur	Math	3	17	17	68%
Rahat	El Nur	Civics	2	8		
Tel Sheva	Elbian	Math	3	8	6	75%
Tel Sheva	Amal	Civics	2	7	5	71%
Abu Basma	Abu Krinat	Math	3	20	18	90%
Abu Basma	Elhawashla	Math	3	8	3	38%
Kiryat Shmona	Danziger	Math-Winter	3	4	4	100%
Deir al-Asad	Deir al-Asad	Math	2	14	8	57%
Peqi'in	Peqi'in	Arabic	3	12	6	50%
-	-	-	-	351	256	72.9%