92.3%

The success rate of the students in the program passing the matriculation exams in their "obstacle subjects" in 2015.

The Yeholot Last Hurdle Program for Matriculation

National Summary Report, 2015

Learning with the Accelerated Method for the Reduction of Learning Gaps

Success rates on the Matriculation Exams within the Framework of the Program, and Additional Statistics

Activity report for 40 high schools from 30 peripheral towns. The 1,631 participants[1] had already failed, and/or were predicted to fail by their school, in matriculation exams in at least one obstacle subject, which would prevent them from earning their matriculation certificate.

These activities were carried out by the teaching staffs in the respective schools of the participants under the guidance of the Yeholot staff.

The Yeholot Last Hurdle Program for Matriculation Exams
Under the Academic Accreditation of the School of Education at Tel Aviv University

TEL AVIV UNIVERSITY אוניברסיטת תל-אביב

The data in this report was supplied by the administrations of the participating schools, and is the basis for the below statistical analysis. All the data and analysis in this report were checked and approved by the staff of the School of Education – Tel Aviv University.

Partners:
Check Point • Goldberg Foundation • Gilbert Foundation • Glencore Foundation • DM Foundation • COSF Foundation • Anonymous Donors • The Networks • Divisions and education departments of participating agencies

Sivan 5776, July 2016
http://tafnit.rashi.org.il

[1] The 1,631 participants include the double count of students who took part in more than one activity. There is a total of 1,417 individual students who took part in activities in one or more subjects.

The Yeholot Last Hurdle Program for Matriculation

National Summary Report, 2015

Learning with the Accelerated Method for the Reduction of Learning Gaps (Educational Campaign)

Success rates on the Matriculation Exams within the Framework of the Program, and Additional Statistics

Activity report for 40 high schools from 30 peripheral towns:
The 1,631 participants[2] had already failed, and/or were predicted to fail by their school, in matriculation exams in at least one obstacle subject, which would prevent them from earning their matriculation certificate.

These activities were carried out by the teaching staffs in the respective schools of the participants under the guidance of the Yeholot staff.

The Yeholot Last Hurdle Program for Matriculation
Under the Academic Accreditation of the School of Education – Tel Aviv University

TEL AVIV UNIVERSITY אוניברסיטת תל-אביב

The data in this report was supplied by the participating schools, and is the basis for the below statistical analysis. All the data and analysis in this report were checked and approved by the staff of the School of Education – Tel Aviv University,
led by Prof. Yizhar Oplacta and with the cooperation of Mrs. Idit Livne.

[2] The 1,631 participants include the double count of students who took part in more than one activity. There is a total of 1,417 students who took part in 2 activities in one or more 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

26.5.2016

To: Mr. Nissim Cohen
CEO Yeholot

Subject – Approval for the Data and the Summary Report of Activities for Yeholot's Last Hurdle Program for Matriculation, 2015

A. We welcome the activities of the Yeholot Association (the Last Hurdle Program), established by the Rashi Foundation in cooperation with the Ministry of Education and operating in peripheral high schools.
B. I hereby confirm that we have checked all the details, elements, and results of the Yeholot's Last Hurdle Program for Matriculation obstacle Subject for 2015. This data is based on the written reports that were submitted from all the participating schools in the program in 2015, and refer to the following details and elements:
   1. Reporting from the school on the pre-program mapping.
   2. Reporting from the school on their decisions regarding which obstacle subjects to include, how many unit studies to learn for each subject, the criteria for participants, and the number and size of the groups in the program – all based on the pre-program mapping.
   3. Reporting from the school that the students chosen for the program have been identified as having no chance to successfully pass their matriculation exams in the obstacle subjects blocking their matriculation, or that they have already failed in those subjects.
   4. Reporting from the school on the grade level of the participants, and the distribution of students as either the target population or as supplemental students.
   5. Reporting from the school on the type of program the school is running - regular or integrated and independent.
   6. Reporting from the school on all the participants that began the program and all the participants that either finished or did not finish the program.
   7. Reporting from the school on the final grades on the difficult matriculation exam subjects at the end of the program.
   8. Reporting from the school on the eligibility or non-eligibility for matriculation certificates among the 12th graders in the program in 2015 as well as the students who joined the program in the previous year (2014) as 11th graders and continued through to the end of 12th grade.
C. I hereby confirm that the data, as submitted by the schools regarding the participants in the Yeholot Last Hurdle program for Matriculation, 2015, has been statistically analyzed properly and that the data, as presented in this report, has been inspected and approved by us.

Sincerely

Prof. Yizhar Oflacta

CC: Professor David Meyudosar – Head of the School of Education, Tel Aviv University

Part A – Primary Results

A.1 – Results of the Schools Participating in the Program in 2015

1. In 2015, the program included 1,631 participants, from 11th to 12th grade in 40 high schools across 30 peripheral towns. The average "Care Index" (Strauss)[3] of the 40 participating schools was 7.94.
2. The participants were students who had previously failed and/or were identified by their schools as not likely to pass the matriculation exams in 1 to 3 subjects, or had already failed (in the majority of cases it was usually one particularly obstacle subject preventing full completion)[4] which was blocking them from earning a matriculation certificate. Some of them were supplemental students who had more failures subjects and they joined the program, knowing that even if they pass these exams they will not necessarily be eligible for the matriculation certificate.
3. 99.8% of the participants who began their studies in the program made it to the end (0.2% dropped out – 4 participants).
4. 92.3% of the participants (1,505 participants out of 1,631), passed the matriculation exams in their obstacle subject.
5. The average final grade in the obstacle subject for the 1,505 students who passed was 70.6 (the average final grade for all the students, including those who did not pass, was 69.3[5]).
6. 85.8%[6] (853 out of 994) of the 12th grade participants with an obstacle subject in the program in 2015 who were expected to earn a matriculation certificate as a result of participating, earned their certificate and passed their obstacle subject within the framework of the program.
   71- 12th grade participants who belonged to the supplemental group (out of a total of 108 in this group) earned their matriculation certificates following successfully passing their exam within the framework of the program.
7. 81.7% (267 out of 327) of 11th grade participants with an obstacle subject, or those who participated in the previous school year (2014) and graduated 12th grade in 2015, earned a matriculation diploma in 2015, as a result of successfully completing the exams in their obstacle subject.

   30- 11th grade participants in 2014 who belonged to the supplemental group (out of a total of 54) completed 12th grade and earned a matriculation certificate as a result of successfully passing their obstacle subject.

   A total of 297- 11th grade participants in 2014 earned their matriculation certificate at the end of 12th grade in 2015.

8. **In 2015, the program produced a total of 1,063 students who earned their matriculation certificate.**[7]

[3] The term "Care Index" was updated by the Chief Scientist of the Ministry of Education, Prof. Sidney Strauss, to describe the socio-economic level of the school and the community. The "Care Index" ranges from 1-10. The higher the number the more disadvantaged the school and therefore the more care is required.

[4] 1,631 participants include the double count of students who took part in more than one activity. There is a total of 1,417 individual students who took part in the activities targeted at more than one obstacle subject.

[5] The average score for the 1,604 participants, including those who failed, was 69.3 (this excludes 27 participants who, for various reasons, did not receive a grade – because they did not show up for the exam, did not reach the minimum grade, dropped out or were suspected of wrongdoing).

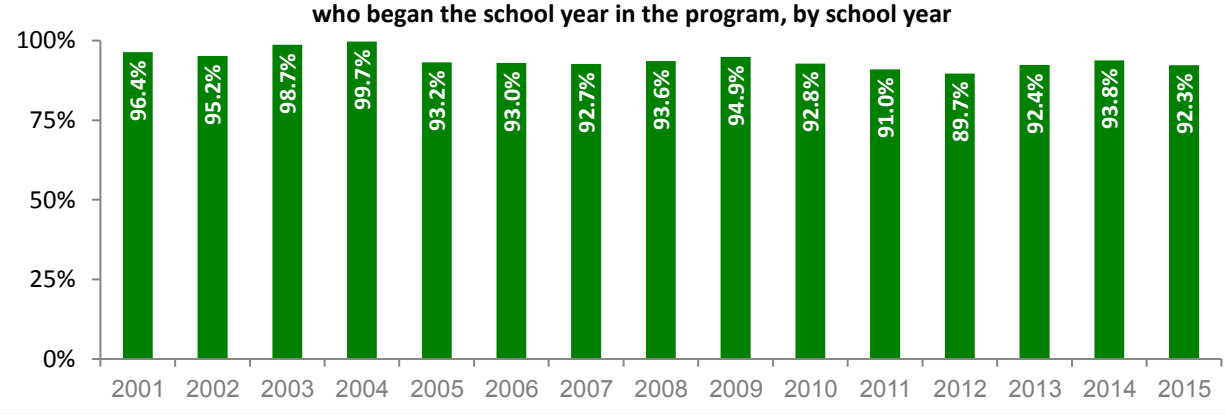
[6] The numbers in the report refer to the number of participants for each obstacle subject and not individual students (see Note 1), except when referring to matriculation numbers. Matriculation figures actually refer to numbers of students, without the double calculation of students who took part in more than one group.

[7] The number of those eligible for matriculation out of all the participants was calculated in sections F - G. An analysis of those eligible generates 1,221 participants eligible for a matriculation certificate. Furthermore, 88 students participated in more than one activity and were therefore counted more than once, thus creating a small deviation (for mathematical purposes only). In section H, the actual number of eligible students is shown (without double counting).

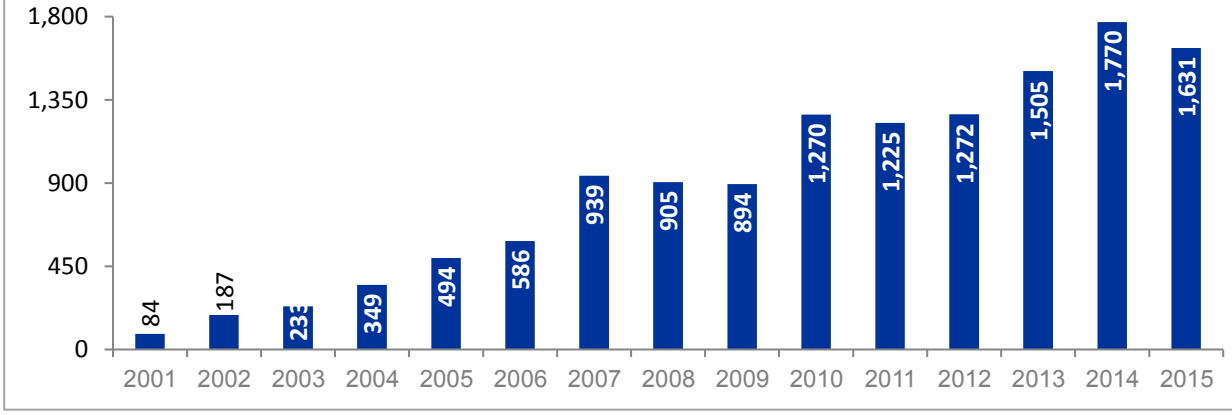
A.2 – Results after Training and Implementation, Ran the Program Independently in their School

1. 17 schools (out of a total of 40 participating schools) across 10 towns, which went through a process of training and implementation, ran the program independently with their own budget.
   245 students participated in the program in this format across 11th and 12th grade.
2. 99.2% of the participants who began their studies in the program took part until the end (0.8% dropout rate – 2 participants).
3. 92.7% of the participants (227 out of 245) successfully passed their obstacle subject.
4. The average final grade for the obstacle subject across all the participants in the independent school programs (including those who did not pass) was 68.6.

Graph 1 – Success rates on matriculation exams in obstacle subjects in relation to those who began the school year in the program, by school year



Graph 2 – Participants in the Yeholot Last Hurdle Program for Matriculation by school year



Clarification:

A. *The data in this report also shows the percentage of those earning matriculation certificates from among all the participating students who passed the matriculation exam in the **1 to 3** obstacle subjects within the framework of the program. These subjects were already determined as problematic before entering the program, based on their schools' assessment, and were preventing the students from earning their matriculation certificate, as they had already failed these subjects or were predicted to do so.*

B. *The activities of the Yeholot Program for Matriculation Exams – Last Hurdle and the success of the students on the test/s in their obstacle subjects were often in parallel with other complimentary multi-year programs carried out with participating students in their schools, usually before or after participating in the program, and sometimes concurrently, which also helped the students in the rest of the exam subjects.*

C. *The high success rates of the program **were accomplished by the teaching staffs of the participating schools** who were trained by, and received pedagogic guidance from, the Yeholot staff. This demonstrates our belief, which has now become accepted knowledge and a fundamental, strategic, educational component, that teachers can succeed with every student.*

D. *As noted in this report, after the training, a portion of schools implemented and **ran the program independently** (with full funding from their own resources). This demonstrates that the Accelerated Method for the Reduction of Learning Gaps, which has proven its success with students, teachers and schools, lends itself to integration into schools.*

Part B – Data and Definitions

1. So as to fully assess the data from the program, reports were collected from all the participating schools in 2015, which included data on the aspects of the program, the participants, and the results according to the following breakdown:
   - Reports from the schools on the pre-implementation mapping.
   - Reports from the schools regarding which obstacle subjects to include, the suitability and number of participants, the size of the groups in the program, etc…
   - Reports from the schools that the students who were chosen were identified by the school as lacking any chance of passing the matriculation exams in their obstacle subject and/or have already failed in that subject.
   - Reports from the schools on the level of the classes and participants, and the sorting of the students into either the primary target population or the supplemental group.
   - Reports from the schools about the type of program they are implementing – regular or independent.
   - Reports from the schools on the participants who began, and all the participants who either finished, or didn't finish, and their studies in the program (ongoing).
   - Reports from the schools on the grades on the exam in the obstacle subject.
   - Reports from the schools on the eligibility or non-eligibility for a matriculation certificate for the 12th grade students in 2015, and the students who participated in the program in the previous year (2014) as 11th graders and in the current year (2015) graduated in 12th grade.

2. In 2015, there were 40 participating schools, of which the report represents data from all of them.
3. This report also includes the data from the Achva High School in Yarka which included another, more complicated target audience in the program.

4. **Definitions:**
   a. Successfully Passing the Matriculation Exam: A student who was reported by the school administration to have received a 55 or higher on his/her final grade.
   b. Eligible for Matriculation Certificate: A student who was reported by the school administration as eligible for a Matriculation Certificate as recognized by the Ministry of Education.
   c. Participants: Total number of participants, including the double count of students who participated in more than one activity. (The program, depending on the subject and required number of hours, works on a semester basis, and in a few cases, trimester basis. Therefore, there may be students who participate in more than one activity throughout the year).
   d. Students: The number of participants, not including the double count of students participating in more than one activity.
   e. Student with an "Obstacle Subject": A student who, according to the pre-program mapping, was defined as predicted to pass the matriculation exams in all but 1 – 2 subjects, which would then prevent their eligibility for earning a matriculation certificate. In the majority of cases we are talking about one obstacle subject (see Note 1).
   f. Supplemental Student: A student who, according to the pre-program mapping, was defined as predicted to fail 3 or more subjects, preventing his/her being eligible for a matriculation certificate; but even if they did pass, it was already known ahead of time that passing these exams would not necessarily guarantee their eligibility for the matriculation certificate.

In the Tables that appear in this report, the numerical data refers to the number of participants in the program, except when calculating the number of students eligible for the matriculation certificate. This is because there are students who participated in more than one activity, and to properly measure the success of the program, it was necessary to calculate the percentage of all the participants in the program.
Furthermore, to prevent too much statistical deviation, when calculating the eligibility for matriculation certificates, we calculated the number of participants as well as the number of actual students in the program, without the double count of those participating in more than one activity.
This is why we are using the terms - participants (total participants, including the double count of those participating in more than one activity) and students (total individuals who participated in the program, without the double count).

All data is confidential and was collected for processing and calculating purposes only.

The received data, the statistical processing, the data in the report, and the final report were checked and approved by the staff of the Tel Aviv University School of Education,
led by Prof. Yizhar Oplacta and with the cooperation of Mrs. Idit Livne.

Part C - Goals and Target Population

1,631 participants from 11th and 12th grade, from 40 high schools across 30 towns, who previously failed matriculation exams or who were determined by the school to have little chance of passing the exams, ultimately preventing their eligibility for a matriculation certificate. Also some more students that are supplemental students with more than one obstacle subject.

These participants will learn for these exams according to Yeholot's **Accelerated Method for the Reduction of Learning Gaps** (Educational Campaign)[8], and will fully pass the matriculation exams in their obstacle subjects. Participating schools and towns are broken down in Table 8.

Mapping and Identifying Participants, the Subjects for Study, and the Size of the Study Groups

1. The mapping was conducted by each participating school among 11th and 12th grade students, to determine the obstacle subjects and to locate the potential students for the program.

   An obstacle subject was determined as one with a minimum of 12 students for whom the subject was preventing their eligibility for a matriculation certificate (and 8 students in groups which operated the program independently) according to the results of the mapping.
   As noted, the potential students for the program are those who were determined by the mapping as having already failed one of the obstacle subjects, or those who had not yet taken the exam but were predicted by the administration to fail.
   The students in the program were chosen, as noted above, such that the only criterion for acceptance into the program was the results of the mapping.
2. Accompanying these students in the program were supplemental students for whom there was an additional obstacle subject or subjects, such that the number of participating students in a learning group would be 20 – 25 for each subject in each school (groups that operated in the independently run programs contained 8 – 15 students). These supplemental students knew before beginning the program that even if they passed the obstacle subject, they still may not be eligible for their matriculation certificate.
   As noted, in the program there were 1,631 participants in 11th to 12th grade, according to the following breakdown:
   - 1,390 participants fulfilled the acceptance criterion:
     994 participants in 12th grade
     396 in 11th grade
   - The remaining 241 participants (from 11th and 12th grade) are supplemental students.
     (The complete breakdown of participants according to the mapping and supplemental for 2015 is found in Table 9).

All rights for the **Accelerated Method for the Reduction of Learning Gaps** (Educational Campaign) are reserved to Nissim (Max) Cohen (M.A.), the developer of the method.

[8]

Part D – Methodology

The Accelerated Method for the Reduction of Learning Gaps ("Educational Campaign") – Summary[9]

Introduction: *The Accelerated Method for the Reduction of Learning Gaps (Educational Campaign) was first developed in the 1990's by Nissim (Max) Cohen, with the purpose of bringing more students to academic success and creating upward mobility for schools and students in the lower socio-economic strata.*

Beginning in 1997, the method was also successfully tested with high-school students in tracks that are not necessarily the lowest but who had failed in 1 or 2 subjects.

Therefore, despite no longer working only with students in lower academic tracks, the current program still utilizes the original methodology based on its fundamental premise and original target population, for all the students it now includes.

A. Except for a tiny percentage of exceptions, **anyone can succeed in school and reach meaningful academic achievements**. The cognitive ability required for success in school is within reach of anyone who is not mentally handicapped. There are students who may require more help than others and/or a different approach and/or a different learning pace, but in one way or another, every child can succeed in school. These assumptions are also the basis for the Seizer's programs (See Sheren, Shachar and Levin, 1988, and Levin, 1997, et al), and others.

B. Every September, thousands of students begin 1st grade, excited, motivated, and with all the combined enthusiasm of their parents and siblings. This excitement is accompanied with great expectations –for academic success, happiness, new knowledge, self-fulfillment, maximizing cognitive potential, and success in school paving the way for future success in life. However, as we know, among some students and parents, **these hopes and dreams vanish within a few weeks or months, as they began to accumulate consecutive and continuous academic failures.** These failures are usually public and daily, as expressed through quizzes and/or tests of all kinds (even if informal), and across a range of subjects. These failures are often reflected as grades or report cards, and are presented to the parents who themselves had just recently been hopeful. Despite this these failures, students who have still not mastered basic skills will move up to 2nd grade, 3rd grade, etc… continually accruing greater and greater failures. **These students are labeled by the system "underachievers" or other, worse names.** These students, because of their continuing series of failures, find themselves trapped in a false perception that their ability for any kind of achievement is low. This distorted view develops in an ongoing process, year after year, one failure after another. This "false consciousness" is transferred to their peer groups, parents, teachers, school administration, and more. **This is how the symbolic interactionism process develops – over which the "underachieving" student has no control, as he is caught in the vicious cycle, which gets stronger with each failure, leading to the continuous erosion of any motivation for learning and ultimately to despair.**
   Usually, in the wake of this early cycle, these students are routed into the lowest educational tracks in middle and high schools, which lack any orientation toward a promising and relevant future, transmit low expectations, and reinforce that they are indeed "slow." As a result of this, and as a result of the deepening lack of overall academic motivation, the learning gap between **underachievers** and successful students gets wider and wider until it is virtually impossible to narrow, except with unique and complicated methods. For example, experience has shown that the gap between students in the lowest track and the second track in 8th grade math is usually significantly greater than a year's worth of disparity.

C. **This "false consciousness" in which these students are trapped contradicts precisely what the school expects of them (to be an active student and to strive for success). This constant contradiction develops a cognitive dissonance for the underachievers which requires them to utilize a series of rationalizations to escape from it.** This can manifest in non-conformist behavior, declaring that school is unnecessary or worse, secretly

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dropping out, and in some cases, following a pro-con analysis (Boudon, 1974), also completely dropping out of school. All this mostly occurs in the lowest tracks, usually between 9th and 10th grade. Consequently, this lowest track becomes the "warehouse" for future dropouts, and **for social deviants, as an illegitimate alternative path** for academic success that wasn't fulfilled, and to achieve legitimate goals (Marton, 1984), and as a cycle of "reaction formation" (Cohen, 1967) which explains the anger, alienation, and revenge on the system and the difficult behavior of those belonging to this "criminal sub-culture." (ibid.)

On the individual level, this process of accumulating failures from such early stages of their education and of continually being relegated to the lowest tracks, **depresses and frustrates** the students, with long term consequences on the subjective self-perception of his/her abilities (as well as the perception of others). It also affects their social status and future employability as a result of the lack of upward mobility within the educational system and introduces a sense of **impending doom** already from a young age. In addition, this depression affects the parents who often blame themselves for their children's failures.

D. According to much of the research (e.g., see Hearn, 1990), the reasons for scholastic failure (as often expressed through dropping out of school) **are primarily not cognitive, rather they are: sociological, cultural, psychological, social, systemic, and organizational and can be roughly divided into two components:**

1. **Independent variables within the school** – such as, the school structure as composed of the tracks and groups (Sevirsky, 1990), which leads to the "cocoon effect" (in contrast to Pygmalion effect), of a "shallow" and irrelevant curricula which lacks a challenging, future-looking orientation, creates low expectations, stunts the existing cognitive potential of the students, and leads to failure. Similarly, there is the notion of "anonymity" that Seizer pointed out (see also, Sheren et. al., 1988), and others.
2. **Independent variables outside the school** – these are reasons that the school often relates to as beyond their control, such as the influence of the students' living environment, their nominal obligations towards parents and family, a general lack of support and low expectations, lack of positive role models, emotional reasons resulting from the personality of the student and/or the circumstances of life.

E. We believe that breaking the cycle of the school failing the students, and the students failing at school, and significantly increasing the possibilities for academic success by universal standards, requires holistically working in 4 parallel areas as represented in the Accelerated Method for the Reduction of Learning Gaps ("Educational Campaign"):

1. It is necessary to eradicate the "consciousness of failure" which holds the students hostage (as well as their parents, teachers, school staff, and peers), and which leads them to believe they are unable to ever succeed academically. This will be accomplished through updated teaching methods (especially in the subjects that are considered difficult, such as math), leading these students into a cycle of achievement, as assessed by universal measurements (such as matriculation exams, standardized tests, etc.). These new learning processes should take place within relatively short periods of time, with a strong push and effort by the student. They should employ the process of internal "locus of control" within the student, initiating a new cycle of academic success, all the while engaging the student in a dialogue to convey the link between effort and success.

   The successes achieved in this short period of time play a pivotal and tangible role in forming a new consciousness of success, which is strikingly different than the previous mindset, and which indicates to the student that they alone are able to succeed.
2. It is important that the activities provide a holistic and structured response to the variables within the school which lead to academic failure. For example, the curriculum should be challenging and relevant, such that success can offer upward mobility through the social and academic structure the school (groups, tracks), and that the school administration and teaching staff provide their full and genuine support. Through these activities, we establish relevant and challenging goals for the student, sending the message of high expectations.
3. This activity will also provide structured and holistic solutions to the variables external to the school which lead to academic failures. These include responding to the emotional needs of the students via a role model (coordinator) who will develop a deep, emotional connection with the student and will become a figure she

can identify with, look up to, and be an address for every problem and issue. It will also create a system of "diffuse" relationships (as opposed to specific) between the teaching staff and the students who will continually broadcast high expectations of the student.

To make this possible, it is necessary to focus on a limited number of subjects with a relatively small number of students.

The parents should also be partners, giving their full consent to every aspect of the process. The learning will take place in a group format, wherein the learning groups will also become reinforcing social groups, competing with the influence of their "peers" which can often contradict the goals of the process; all of this in the context of respect and cultural pluralism.

4. As a result of the dramatic learning gaps among these students, this updated process, geared towards challenging and relevant goals, will bring a measurable reduction in these gaps after only a few years. Therefore, the only way to reduce the learning gaps is with **accelerated learning** of a relatively large amount of material in a relatively small amount of time and done under highly motivational conditions at the individual and group level (i.e., students, staff, parents, and school administration).

   This process is not a "quick" fix. It is a highly effective process requiring devoted, consistent time over a short period of time. Therefore, learning will also take place in the afternoons and evenings as well as vacation days. The learning process will include applying various individual and group motivational processes before and during the learning, including drama, breaking the routine, changing the learning environment, and focusing on a limited number of subjects.

Running all of the above 4 main components in their entirety, creates the accelerated learning from a synergetic, unconventional flow of renewed and intensified learning, and enables much more effective learning compared to the regular system, even with students who do not believe in their own ability to succeed. The students move from a state of academic dysfunction back into the cycle of effective learning.

F. **Additional, Ongoing, Pedagogical Principles Positively Influencing the Outcomes:**

- Determined and results oriented thinking
- A cycle of academic success for each student, in each session, as a part of increasing the relevancy and challenge in their academics
- Obligation and responsibility of the staff for results
- Ongoing, personal follow up
- Staff work
- Increasing the opportunities for success
- Flexible learning times

The **Accelerated Method for the Reduction of Learning Gaps** ("Educational Campaign") of Yeholot was developed out of a recognition of the importance and implications for acquiring higher education in general, and a high school matriculation diploma in particular; the happiness, employment and future social standing of the individual student, as well as strengthening the image of the school and community. The method is an unconventional response for improving academic success and fulfilling the student's personal potential, especially among the group who feel themselves "inadequate" as a result of their many academic "failures" accumulated across so many subjects. This includes the students that the school places in the lowest tracks or who fully dropout, as well as those for whom just 1 or 2 subjects are blocking their eligibility for a full matriculation certificate (some of our students are actually in the high academic tracks).

In practice, the "Educational Campaign" is a "structural change", carried out by a new, smaller group at the school level, working holistically according to the following principles:

- A preliminary, motivational process conducted at the individual and group levels, among the students, parents, teachers, administration, and community members.
- Ongoing, motivational activities throughout the entire life of the program.
- Focusing on one subject only (or a very limited number subjects).
- A "Pygmalion" learning program (not forgiving!) which is relevant and accompanied by appropriate disciplining and clear and pre-agreed upon measurements.
- The "Educational Campaign" (or "secondary campaign") should be up to 4 – 6 weeks.
- "Accelerated," focused learning, accompanied by breaking the routine, "dramatization," and refreshing the learning environment.
- "Integrating the circles" of the significant partners in the program.
- "Publicizing" the successes.
- "Results" oriented thinking and learning.
- Flexibility and altering the "norm."
- "Never alone" – ensuring the students know they have constant and consistent support from the leadership, as well as from the members in their learning group.
- Transforming the learning group into their social group.
- Continuous individualized tracking (daily and periodic "dynamic mapping").
- Constantly "reducing the gaps."
- Learning and exercises in real time – no homework (at least not in phase 1).
- Cancelling/reducing the feeling of "anonymity" through small group learning.
- Focusing on only one or a on a very limited amount of subjects.
- The coordinator/educator becoming their "significant other" through the broad scope of "diffuse" interactions and relationships with the students.
- Intensive personal and "diffuse" interactions between the teaching staff and the students.
- Genuine "daily successes" from the first day of class ("tests for success").
- "Staff work" – coordinator, teachers, and examiners.
- "Flexible personal time".
- Continuous, external monitoring of academic achievements.
- Continuously testing the execution of the plan and refining it in real time.
- Creating leaders and leadership from the staff and the school principal.

Coordination, Teaching and Practice in the Yeholot Last Hurdle Program

In 2015, the program operated in cooperation with the Ministry of Education in the Southern, Northern and Haifa Districts, in a five-year plan in the Bedouin sector, in the Arab and Druze sectors, with the education departments in the cities and villages, and under the leadership of the participating schools.
Coordination of the program – all the coordinators in all schools are themselves participating school teachers.
Teaching – performed by the school teachers. In some extenuating cases they are external teachers.
Disciplinary instruction – by the professional/teaching coordinator in the participating schools.
Practice – college students.

Pedagogic Instruction and Training

Pedagogic instruction – by the Yeholot pedagogic instructors.
Training – the program coordinators will participate in the Coordinator Course to learn the methods in Yeholot's Accelerated Program for Reducing Learning Gaps and will receive regular guidance from Yeholot's pedagogic instructors throughout the program.
All the members of the teaching/instruction staff and the disciplinary/Practice staff participate training courses before the beginning of the year and will receive pedagogic instruction throughout the process.

Part E – Quantitative Results

E.1 – Principle Quantitative Results for all of the Participants

1. There were 1,631 participants, across 40 schools and 30 communities in 2015.
2. 92.3% (1,505 out of 1,631) of the participants passed the matriculation exam in their obstacle subject/s.
3. The average final grade for those who passed the matriculation exam in their obstacle subject was 70.6. There is a standard deviation of 10.8 (the overall grade of the participants in the program, including those who did not pass, was 69.3, with a standard deviation of 11.8)[10].

Table 3 – Summary of the Quantitative Results of all the Participants in the Program

3.a – General Data for the Difficult Subject Program, 2015:

Total Participants	1,631
Number of Schools	40
Average Care Index of the Schools[11]	7.94
Number of Communities	30
Number of Matriculation Exam Subjects	10
Breakdown of the Subjects	Math (3, 4, or 5 unit study), English (3 and 4 u.t), History (A/B), Citizenship (2 u.t), Bible (2), Language (A/B), Hebrew for Arabic Speakers (3 u.t), Arabic (3), Literature (2 u.t), Heritage (1 heritage)
Number of participants who passed their exam in the obstacle subject	1,505
Rate (%) of participants who passed their exam in the obstacle subject, relative to the number who began the program	92.3%
Average final grade for those who passed the exam in their obstacle subject[12]	70.6
Standard Deviation	10.8
Average final grade for all the participants in the program on their obstacle subject	69.3
Standard Deviation	11.8
Number of participants who dropped out from the program	4
Dropout rate from the program	0.2%

3.b – Participant Data, 12th graders, 2015:

Number of participants defined as students with obstacle subject	994
Number of participants from the group expected to earn their matriculation certificate (by passing their obstacle subject) who actually earned it	853
Percentage of the above actual passers to those expected to pass	85.8%
Number of 12th grade participants defined as supplemental	108
Number of 12th grade supplemental participants who earned their matriculation certificate by passing their matriculation exams as a result of the program	71
Total number of 12th grade participants who earned their matriculation certificate following passing their obstacle subject	924

3.c – Participant Data, 11th graders, 2014 (and finished 12th grade in 2015):

Number of 11th grade participants	381
Number of 11th grade participants defined as students with obstacle subject	327
Number of 11th grade participants defined as students with obstacle subject who earned their matriculation certificate at the end of the 12th grade, in 2015	267
Percentage of the above 12th grade participants in 2015 who began the program as 11th graders with an obstacle subject in 2014	81.7%

See note 5.[10]
See note 3.[11]
See note 5.[12]

Number of 11th grade participants defined as supplemental who earned their matriculation certificate at the end of their 12th grade studies in 2015 (following successfully passing their exams in 2014)	30
Total number of 11th grade participants who earned their matriculation certificate at the of 12th grade (2015) following successfully passing their tests in 2014 – including the students with obstacle subjects and the supplemental students	297

3.d – Eligibility for Matriculation, 2015

Total number of students who earned their matriculation certificates by passing their obstacle **subject/s in 2015** (12th grade students in 2015 and the students who began in the program as 11th graders in 2014)[13]	**1,063**

[13] This report is referring to the number of participants in the obstacle subject group, of which a small group joined in more than one activity (see note 1), with the exception of when referring to their eligibility for the matriculation certificate. The data on the eligibility for matriculation refers to the actual number of eligible students, without the double count of the students who participated in more than one activity.

E.2 – Primary, quantitative results from the schools, which after training and an implementation process, ran the program independently

1. In 2015, the independent program had 245 participants in 17 schools across 10 communities.
2. 92.7% (227 out of 245) of the participants passed their matriculation exam in their obstacle subject.
3. The average final grade on the exam in the obstacle subject for these 227 participants who passed the exam was 69.8 (the average grade for all the students in the independent programs, including those who failed, was 68.6)[14].
4. 90.1% of the 12th grade participants who were expected to earn their matriculation certificate in the independent programs (137 out of 152) successfully earned it by passing the exam in their obstacle subject.
5. An additional 38 supplemental 12th graders participated (again, students who had more than one obstacle subject preventing them from earning their matriculation certificate and who, even after passing, might not be eligible for the matriculation certificate). These students were allowed to join the program based on available spaces. 31 of them earned their matriculation certificate after passing their exams as a result of participating in the program.

6. **The activities in the independent programs produced 163 students eligible for their matriculation certificate.**

Table 4 – Summary of the quantitative results in the schools running the independent program

Total number of Participants in the Program	245
Number of Schools in the Program	17
Average Care Index of the Schools[15]	8.10
Number of Communities in the Program	10
Number of Matriculation Subjects Taught	7
Breakdown of Subjects	*Math (3 and 4 credits), *English (3), *Citizenship (2), *Bible (2), *Hebrew for Arabic Speakers (2), *Language (A/B), *Literature (2)
Number of participants who passed their obstacle subject	227
Percentage of participants who passed their obstacle subject relative to the group	92.7%
Average final grade of those who passed their obstacle subject[16]	69.8
Standard deviation	10.1
Average final grade of all the participants in the independent program	68.6
Standard deviation	10.8
Number of students who dropped out of the independent school program	2
Dropout rate	0.8%
Number of 12th graders defined as students with obstacle subject	152
Number of participants from the group expected to earn their matriculation certificate (by passing their obstacle subject) who actually earned it	137
Percentage of 12th grade participants who earned their matriculation certificate (as a result of passing their obstacle subject)	90.1%
Number of supplemental students who earned their matriculation certificate (as a result of passing their obstacle subject)	31

[14] The final grade of all the participants in the independent school program, including those who did not pass was 68.6 (not including 3 participants, who for various reasons, did not receive a grade, as well as participants who did not show up for the exam or dropped out).
[15] See note 3.
[16] See addendum 3, section E.2 above.

Total number of students in 2015 who earned their matriculation certificate as a result of passing their obstacle **subject –** obstacle **subject students and supplemental students in the independent school program**[17]	**163**

*The 168 participants becoming eligible for their matriculation certificate is based on the total number who participated in the independent school program (including the double count of students who participated in more than one obstacle subject).

Part F – Eligibility for the Matriculation Certificate among the 12th Grade Students in the Program

1. There were 994- 12th grade participants defined as having one obstacle subject preventing them from earning the matriculation certificate (see the definition on page 9).

   853- 12th grade participants out of the 994 (85.8%) earned their matriculation certificate following passing the exam in their obstacle subject.
   (A breakdown of the participants and results by school, eligibility for matriculation certificates in 2015, results of the school mapping of the students taking the exams in 2015, the expected eligible students, and the number of actual eligible students among the 12th graders is found in tables: 9, 10, 11, 12, 13 in the addendum).
2. There were an additional 108- 12th grade students defined as supplemental students (see definition on page 9). **71 of them earned their matriculation certificate** as a result of participating in the program.
3. **There were a total of 924- 12th grade participants who earned their matriculation certificate in 2015.**[18]
4. According to Part G (the following section in the report below), **267** participants with a obstacle subject (out of 327, 81.7%) who were in 11th grade in 2014, earned their matriculation certificate in 2015 and successfully finished 12th grade as a result of passing their matriculation exam/s in their obstacle subject/s after participating in the program.
   Additionally, **30** supplemental students earned their matriculation certificate following their participation in the program.
   A total of **297** participants in the program who began as **11th graders in 2014** earned their matriculation certificate at the time of their graduation in 2015.
5. **In 2015, the program produced a total of 1,063 students earning their matriculation certificate.**[19]

Part G – Tracking the Eligibility for their Matriculation Certificate among 11th Grade Students during the 2014 School Year who graduated 12th Grade in 2015

1. In 2014, there were 327- 11th grade participants defined as having a obstacle subject (see Table 14).

2. At the end of the 2015 school year **267** of these participants finished 12th grade (**81.7%**) and earned their matriculation certificate as a result of passing the exams in their obstacle subject/s.
3. Additionally, 30 supplemental participants, earned their matriculation certificate following their participation in the program.
   (For the breakdown of the total number of participants, the number of them expected to earn their matriculation certificate following completing the program in 2014, and the percentage of actual participants earning their certificate at the end of 12th grade in 2015 – see Tables 14, 15 in the addendum).

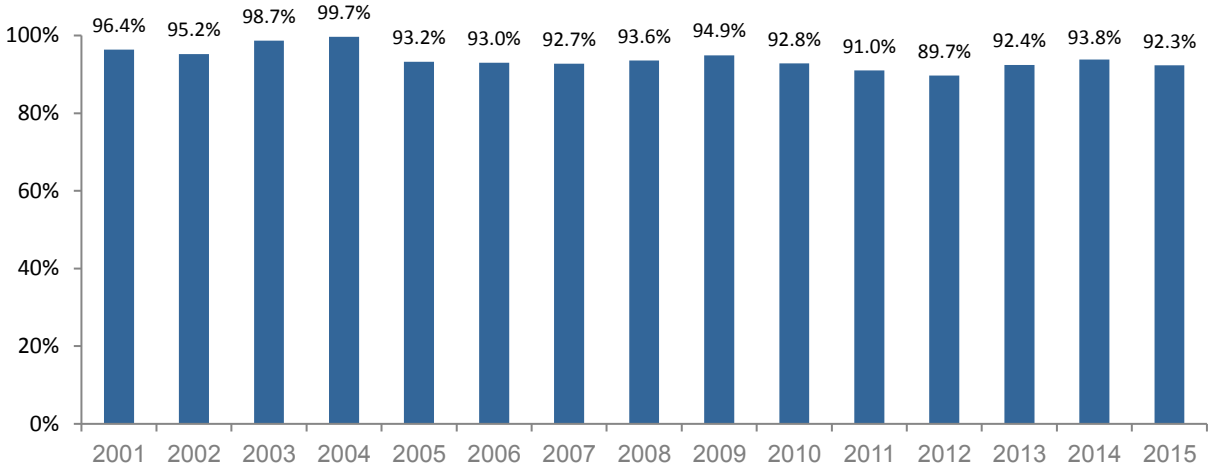
[17] This report is referring to the number of participants in the obstacle subject group, of which a small group joined in more than one activity (see note 1), with the exception of when referring to eligibility for matriculation certificate. The data on the eligibility for matriculation refers to the number of eligible students, without the double count of the students who participated in more than one activity.

[18] Not including the 297- 11th grade students in 2014 eligible for additional matriculation exams who completed 12th grade in 2015. For a breakdown of these participants – see the next section, Section G.

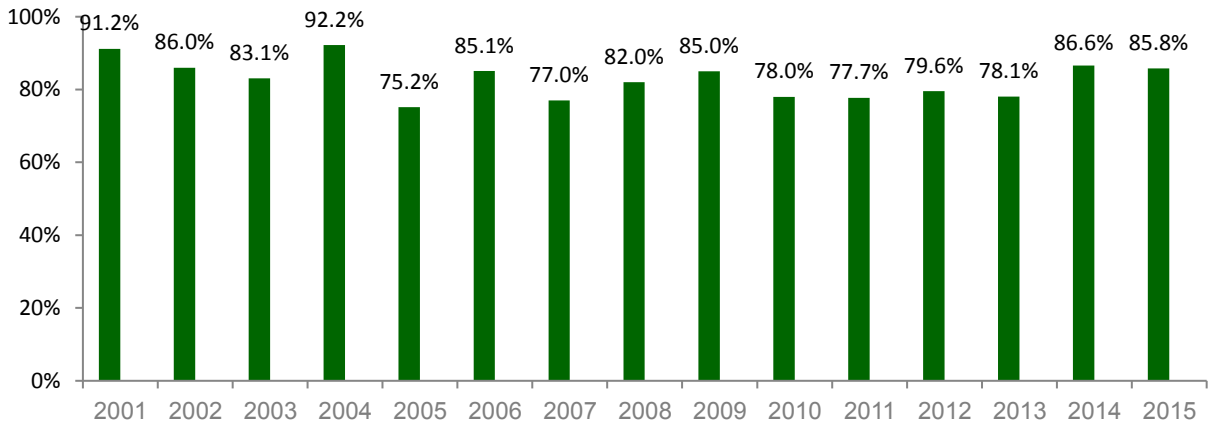
[19] 1,063 students were eligible for their matriculation certificates, not including the double count of the students who participated in more than one group. See note 7.

Part H – Addendum

Graph 5 – The Rate of Participants who Passed the Matriculation Exams (in Relation to all those who Began the Program)



Graph 6 – The Rate of Earning a Matriculation Certificate among the 12th Grade Participants in the Program (Compared to Expectations based on Pre-Program Mapping)



Graph 7 – Participants in the Program for 2015, according to Type of Activity – Regular or Independent

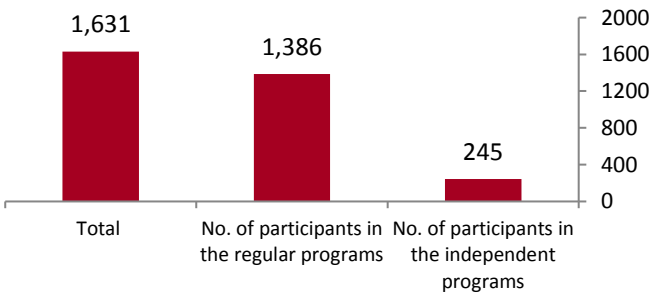


Table 8: Communities, Schools and Participants 2014/15

Region	Community	School	Type	Grade	Subject	Units	students
South	Beer Sheba	Makif 3	Regular	11th	History	2	13
South	Beer Sheba	Makif 3	Regular	11th	Math	3	20
South	Beer Sheba	Makif 3	Regular	11th	Math	*801+802	15
South	Beer Sheba	Makif 3	Regular	11th/12th	Math	5	15
South	Beer Sheba	Makif 3	Regular	12th	Language	2	10
South	Beer Sheba	Makif 3	Regular	12th	Math	3	15
South	Beer Sheba	Makif 3	Regular	12th	Literature	2	12
South	Beer Sheba	Makif 3	Ind.	12th	Math	4	11
South	Beer Sheba	Makif 7	Regular	12th	Language	2	10
South	Beer Sheba	Makif 7	Ind.	12th	Math	4	12
South	Beer Sheba	Makif 7	Ind.	12th	Literature	2	15
South	Beer Sheba	Makif 7	Ind.	12th	Bible	2	7
South	Beer Sheba	Rabin	Regular	12th	Math	3	40
South	Beer Sheba	Rabin	Ind.	12th	Language	2	13
South	Beer Sheba	Rager	Regular	11th/12th	Math	3	23
South	Beer Sheba	Rager	עצמאי	12th	Language	2	10
South	Ofakim	Interdiscipl	Regular	11th	Math	3	11
South	Ofakim	Interdiscipl	Regular	12th	Civics	2	14
South	Ofakim	Interdiscipl	Regular	12th	Math	3	11
South	Ofakim	Interdiscipl	Ind.	12th	English	3	6
South	Ofakim	Interdiscipl	Ind.	12th	Language	2	5
South	Ofakim	Interdiscipl	Ind.	12th	Math	3	16
South	Ofakim	Interdiscipl	Ind.	12th	Literature	2	3
South	Ashkelon	Makif 5	Regular	11th	History A	A	17
South	Ashkelon	Makif 5	Regular	11th	History	2	19
South	Ashkelon	Makif 5	Regular	11th	Math	3	15
South	Ashkelon	Makif 5	Ind.	11th	Language A	A	10
South	K. Malachi	Amit	Regular	11th/12th	Math	3	12
South	K. Malachi	Amit	Regular	11th/12th	Bible	2	18
South	K. Malachi	Amit	Ind.	12th	Civics	2	12
South	Al-Kasom	Um Batin	Regular	12th	Arabic	3	10
South	Al-Kasom	Um Batin	Ind.	11th	English	3	9
South	Hura	Alnur	Regular	11th	Arabic	3	24
South	Hura	Alnur	Regular	11th/12th	Math	5	21
South	Hura	Alnur	Regular	12th	Civics	2	10
South	Hura	Alnur	Regular	12th	Math	3	7
South	Hura	Alnur	Ind.	12th	Civics	2	12
South	Hura	Elsalam	Regular	11th/12th	Math	3	21
South	Hura	Elsalam	Ind.	11th	Civics	2	11
South	Kseife	Abu Rabia	Regular	11th/12th	Math	5	16
South	Kseife	Abu Rabia	Regular	12th	Arabic	3	43
South	Kseife	Elfarouk	Regular	12th	Math	3	24
South	Laqia	Laqia	Regular	12th	Math	3	11
South	Laqia	Laqia	Regular	12th	Arabic	3	12
South	Laqia	Laqia	Ind.	12th	Hebrew	2	13
South	Neve Midbar	Abu Krinat	Regular	11th	Math	3	12
South	Neve Midbar	Abu Krinat	Regular	12th	Arabic	3	12
South	Neve Midbar	Abu Krinat	Ind.	11th	Hebrew	2	17
South	Neve Midbar	Alhwashla	Regular	12th	Arabic	3	12
South	Neve Midbar	Alhwashla	Ind.	12th	English	3	10
South	Arara	Alnur	Regular	11th	Math	3	21
South	Arara	Arara	Regular	11th	Math	3	12
South	Arara	Arara	Regular	12th	Math	3	12
South	Rahat	Alnajah	Regular	12th	English	3	10
South	Rahat	Alnajah	Regular	12th	Arabic	3	32
South	Rahat	Alnajah	Ind.	12th	English	3	9
South	Rahat	Alnajah	Ind.	12th	Math	3	9
South	Rahat	Alnur	Regular	12th	Math	3	12
South	Rahat	Alnur	Regular	12th	Arabic	3	12
South	Rahat	Alnur	Ind.	12th	Civics	2	12

Table 8 Continued

Region	Community	School	Type	Grade	Subject	Units	students
South	Segev Shalom	Makif Segev	Regular	12th	Math	3	10
South	Segev Shalom	Makif Segev	Regular	12th	Arabic	3	9
South	Tel Sheva	Albian	Regular	11th	Math	3	12
South	Tel Sheva	Albian	Regular	12th	Arabic	3	8
South	Tel Sheva	Albian	Ind.	11th	Civics	2	8
South	Tel Sheva	Interdiscipl	Regular	12th	Hebrew	2	24
South	Tel Sheva	Interdiscipl	Regular	12th	Arabic	3	24
South	Tel Sheva	Interdiscipl	Ind.	12th	Civics	2	7
South	Tel Sheva	Interdiscipl	Ind.	12th	Math	3	8
Haifa	Haifa	Municipal	Regular	12th	Language	2	18
Haifa	Haifa	Municipal	Regular	12th	Math	3	16
Haifa	D. El Carmel	Ort madaim	Regular	12th	Math	3	13
Haifa	D. El Carmel	Ort madaim	Regular	12th	Math	4	18
Haifa	Ussfiya	Ort Ronson	Regular	12th	English	4	13
Haifa	Ussfiya	Ort Ronson	Regular	12th	Math	4	16
North	Beit Jann	Beit Jann	Regular	11th	Math	3	17
North	Beit Jann	Beit Jann	Regular	11th/12th	Math	5	19
North	Julis	Julis	Regular	12th	Math	4	18
North	Hurfesh	Hurfesh	Regular	11th	heritage	1	19
North	Hurfesh	Hurfesh	Regular	12th	Math	3	13
North	Yanuah Jat	Yanuah Jat	Regular	12th	Civics	2	17
North	Yarka	Achva	Regular	11th	Civics	2	24
North	Yarka	Achva	Regular	11th	English	3	24
North	Yarka	Achva	Regular	11th	heritage	1	24
North	Yarka	Achva	Regular	11th	Math	3	24
North	Yarka	Achva	Regular	11th	History	2	24
North	Yarka	Achva	Regular	12th	Math	4	16
North	Yarka	Achva	Regular	12th	Arabic	3	19
North	Kisra Samia	Interdiscipl	Regular	12th	Math	3	16
North	Kfar Yasif	Yni	Regular	12th	Math	3	11
North	Kfar Yasif	Yni	Regular	12th	Arabic	3	13
North	Mrar	Makif 2	Regular	11th	Math	**804	22
North	Mrar	Makif 2	Regular	12th	Math	4	24
North	Mrar	Makif 2	Regular	12th	Hebrew	3	21
North	Mrar	Kasem Ghanem	Regular	12th	Math	3	14
North	Mrar	Kasem Ghanem	Regular	12th	Hebrew	3	16
North	Majdel Shams	Majdel Shams	Regular	11th/12th	Math	4	13
North	Majdel Shams	Majdel Shams	Regular	12th	Hebrew	3	14
North	Masade	Masade	Regular	11th/12th	Math	5	15
North	Masade	Masade	Regular	12th	Math	3	27
North	Masade	Masade	Regular	12th	Hebrew	3	28
North	Nazareth	Hagalil	Regular	12th	Arabic	3	36
North	Sachnin	Jamal Tarbia	Regular	12th	Arabic	3	17
North	Tiberias	Y. Tichonit	Regular	12th	Civics	2	16
North	K. Shemona	Danziger	Regular	12th	Civics	2	8
3	30	40	-	-	-	-	1,631

*the group will complete 803 questionnaire (to achieve 3 units) in 2016 (in the 12th grade).
**the group will complete 805 questionnaire (to achieve 4 units) in 2016 (in the 12th grade).

Table 9: Participants defined as Last Hurdle according to preliminary mapping, and supplementary participants, 2014/15

Region	Community	School	Type	Subject	Units	Participants defined as Last Hurdle by grade		Supplementary participants	Participants of both Types by grade		Total # of participants
						11th	12th		11th	12th	
South	Beer Sheba	Makif 3	Regular	History	2	13	0	0	13	0	13
South	Beer Sheba	Makif 3	Regular	Language	2	0	10	0	0	10	10
South	Beer Sheba	Makif 3	Regular	Math	3	35	15	0	35	15	50
South	Beer Sheba	Makif 3	Regular	Math	5	13	2	0	13	2	15
South	Beer Sheba	Makif 3	Regular	Literature	2	0	11	1	0	12	12
South	Beer Sheba	Makif 3	Ind.	Math	4	0	11	0	0	11	11
South	Beer Sheba	Makif 7	Regular	Language	2	0	10	0	0	10	10
South	Beer Sheba	Makif 7	Ind.	Math	4	0	0	12	0	12	12
South	Beer Sheba	Makif 7	Ind.	Literature	2	0	0	15	0	15	15
South	Beer Sheba	Makif 7	Ind.	Bible	2	0	7	0	0	7	7
South	Beer Sheba	Rabin	Regular	Math	3	0	39	1	0	40	40
South	Beer Sheba	Rabin	Ind.	Language	2	0	10	3	0	13	13
South	Beer Sheba	Rager	Regular	Math	3	15	7	1	15	8	23
South	Beer Sheba	Rager	Ind.	Language	2	0	10	0	0	10	10
South	Ofakim	Interdisc	Regular	Civics	2	0	13	1	0	14	14
South	Ofakim	Interdisc	Regular	Math	3	11	11	0	11	11	22
South	Ofakim	Interdisc	Ind.	English	3	0	5	1	0	6	6
South	Ofakim	Interdisc	Ind.	Language	2	0	2	3	0	5	5
South	Ofakim	Interdisc	Ind.	Math	3	0	16	0	0	16	16
South	Ofakim	Interdisc	Ind.	Literature	2	0	0	3	0	3	3
South	Ashkelon	Makif 5	Regular	History A	A	15	0	2	17	0	17
South	Ashkelon	Makif 5	Regular	History	2	15	0	4	19	0	19
South	Ashkelon	Makif 5	Regular	Math	3	15	0	0	15	0	15
South	Ashkelon	Makif 5	Ind.	Language A	A	10	0	0	10	0	10
South	K. Malachi	Amit	Regular	Math	3	1	9	2	2	10	12
South	K. Malachi	Amit	Regular	Bible	2	11	3	4	15	3	18
South	K. Malachi	Amit	Ind.	Civics	2	0	11	1	0	12	12
South	Al-Kasom	Um	Regular	Arabic	3	0	10	0	0	10	10
South	Al-Kasom	Um	Ind.	English	3	7	0	2	9	0	9
South	Hura	Alnur	Regular	Civics	2	0	10	0	0	10	10
South	Hura	Alnur	Regular	Math	3	0	7	0	0	7	7
South	Hura	Alnur	Regular	Math	5	12	9	0	12	9	21
South	Hura	Alnur	Regular	Arabic	3	24	0	0	24	0	24
South	Hura	Alnur	Ind.	Civics	2	0	12	0	0	12	12
South	Hura	Elsalam	Regular	Math	3	11	4	6	11	10	21
South	Hura	Elsalam	Ind.	Civics	2	11	0	0	11	0	11
South	Kseife	Abu	Regular	Math	5	12	4	0	12	4	16
South	Kseife	Abu	Regular	Arabic	3	0	43	0	0	43	43
South	Kseife	Elfarouk	Regular	Math	3	0	24	0	0	24	24
South	Laqia	Laqia	Regular	Math	3	0	11	0	0	11	11
South	Laqia	Laqia	Regular	Arabic	3	0	12	0	0	12	12
South	Laqia	Laqia	Ind.	Hebrew	2	0	13	0	0	13	13
South	Neve Midbar	Abu	Regular	Math	3	12	0	0	12	0	12
South	Neve Midbar	Abu	Regular	Arabic	3	0	12	0	0	12	12
South	Neve Midbar	Abu	Ind.	Hebrew	2	17	0	0	17	0	17
South	Neve Midbar	Alhwash	Regular	Arabic	3	0	12	0	0	12	12
South	Neve Midbar	Alhwash	Ind.	English	3	0	10	0	0	10	10
South	Arara	Alnur	Regular	Math	3	21	0	0	21	0	21
South	Arara	Arara	Regular	Math	3	12	12	0	12	12	24
South	Rahat	Alnajah	Regular	English	3	0	10	0	0	10	10
South	Rahat	Alnajah	Regular	Arabic	3	0	32	0	0	32	32
South	Rahat	Alnajah	Ind.	English	3	0	9	0	0	9	9
South	Rahat	Alnajah	Ind.	Math	3	0	9	0	0	9	9

Table 9 continued

Region	Community	School	Type	Subject	Units	Participants defined as Last Hurdle by grade		Supplementary participants	Participants of both Types by grade		Total # of participants
						11th	12th		11th	12th	
South	Rahat	Alnur	Regular	Math	3	0	12	0	0	12	12
South	Rahat	Alnur	Regular	Arabic	3	0	12	0	0	12	12
South	Rahat	Alnur	Ind.	Civics	2	0	12	0	0	12	12
South	Segev	Makif Segev	Regular	Math	3	0	10	0	0	10	10
South	Segev	Makif Segev	Regular	Arabic	3	0	9	0	0	9	9
South	Tel Sheva	Albian	Regular	Math	3	12	0	0	12	0	12
South	Tel Sheva	Albian	Regular	Arabic	3	0	8	0	0	8	8
South	Tel Sheva	Albian	Ind.	Civics	2	8	0	0	8	0	8
South	Tel Sheva	Interdiscipl	Regular	Hebrew	2	0	24	0	0	24	24
South	Tel Sheva	Interdiscipl	Regular	Arabic	3	0	24	0	0	24	24
South	Tel Sheva	Interdiscipl	Ind.	Civics	2	0	7	0	0	7	7
South	Tel Sheva	Interdiscipl	Ind.	Math	3	0	8	0	0	8	8
Haifa	Haifa	Municipal A	Regular	Language	2	0	7	11	0	18	18
Haifa	Haifa	Municipal A	Regular	Math	3	0	10	6	0	16	16
Haifa	D. El Carmel	Ort madaim	Regular	Math	3	0	12	1	0	13	13
Haifa	D. El Carmel	Ort madaim	Regular	Math	4	0	13	5	0	18	18
Haifa	Ussfiya	Ort Ronson	Regular	English	4	0	13	0	0	13	13
Haifa	Ussfiya	Ort Ronson	Regular	Math	4	0	16	0	0	16	16
North	Beit Jann	Beit Jann	Regular	Math	3	17	0	0	17	0	17
North	Beit Jann	Beit Jann	Regular	Math	5	7	12	0	7	12	19
North	Julis	Julis	Regular	Math	4	0	18	0	0	18	18
North	Hurfesh	Hurfesh	Regular	Heritage	1	19	0	0	19	0	19
North	Hurfesh	Hurfesh	Regular	Math	3	0	13	0	0	13	13
North	Yanuah Jat	Yanuah Jat	Regular	Civics	2	0	7	10	0	17	17
North	Yarka	Achva	Regular	Civics	2	0	0	24	24	0	24
North	Yarka	Achva	Regular	English	3	0	0	24	24	0	24
North	Yarka	Achva	Regular	Heritage	1	0	0	24	24	0	24
North	Yarka	Achva	Regular	Math	3	0	0	24	24	0	24
North	Yarka	Achva	Regular	Math	4	0	16	0	0	16	16
North	Yarka	Achva	Regular	Arabic	3	0	19	0	0	19	19
North	Yarka	Achva	Regular	History	2	0	0	24	24	0	24
North	Kisra Samia	Interdiscipl	Regular	Math	3	0	16	0	0	16	16
North	Kfar Yasif	Yni	Regular	Math	3	0	11	0	0	11	11
North	Kfar Yasif	Yni	Regular	Arabic	3	0	13	0	0	13	13
North	Mrar	Makif 2	Regular	Math	4	0	24	0	0	24	24
North	Mrar	Makif 2	Regular	Math	*804	22	0	0	22	0	22
North	Mrar	Makif 2	Regular	Hebrew	3	0	21	0	0	21	21
North	Mrar	Kasem	Regular	Math	3	0	13	1	0	14	14
North	Mrar	Kasem	Regular	Hebrew	3	0	13	3	0	16	16
North	Majdel	Majdel Shams	Regular	Math	4	9	4	0	9	4	13
North	Majdel	Majdel Shams	Regular	Hebrew	3	0	14	0	0	14	14
North	Masade	Masade	Regular	Math	3	0	27	0	0	27	27
North	Masade	Masade	Regular	Math	5	9	6	0	9	6	15
North	Masade	Masade	Regular	Hebrew	3	0	21	7	0	28	28
North	Nazareth	Hagalil	Regular	Arabic	3	0	36	0	0	36	36
North	Sachnin	Jamal Tarbia	Regular	Arabic	3	0	17	0	0	17	17
North	Tiberias	Y. Tichonit	Regular	Civics	2	0	4	12	0	16	16
North	K. Shemona	Danziger	Regular	Civics	2	0	5	3	0	8	8
3	30	40	-	-	-	396	994	241	529	1,102	1,631

*the group will complete 805 questionnaire (to achieve 4 units) in 2016 (in the 12th grade).

Table 10: Participants and Results by School and Subject

Region	Community	School	Type	Grade	Subject	Units	No. who started	No. who finished	Dropouts	Pct. Dropouts	No. who Passed Obstacle Exam	Pct. Who Passed Obstacle Exam
South	Beer Sheba	Makif 3	Regular	11th	History	2	13	13	0	0.0%	13	100.0%
South	Beer Sheba	Makif 3	Regular	11th	Math	3	20	20	0	0.0%	18	90.0%
South	Beer Sheba	Makif 3	Regular	11th	Math	*801+802	15	15	0	0.0%	15	100.0%
South	Beer Sheba	Makif 3	Regular	11th/12th	Math	5	15	15	0	0.0%	11	73.3%
South	Beer Sheba	Makif 3	Regular	12th	Language	2	10	10	0	0.0%	10	100.0%
South	Beer Sheba	Makif 3	Regular	12th	Math	3	15	15	0	0.0%	15	100.0%
South	Beer Sheba	Makif 3	Regular	12th	Literature	2	12	12	0	0.0%	12	100.0%
South	Beer Sheba	Makif 3	Ind.	12th	Math	4	11	11	0	0.0%	11	100.0%
South	Beer Sheba	Makif 7	Regular	12th	Language	2	10	9	1	10.0%	9	90.0%
South	Beer Sheba	Makif 7	Ind.	12th	Math	4	12	12	0	0.0%	11	91.7%
South	Beer Sheba	Makif 7	Ind.	12th	Literature	2	15	15	0	0.0%	9	60.0%
South	Beer Sheba	Makif 7	Ind.	12th	Bible	2	7	6	1	14.3%	5	71.4%
South	Beer Sheba	Rabin	Regular	12th	Math	3	40	40	0	0.0%	35	87.5%
South	Beer Sheba	Rabin	Ind.	12th	Language	2	13	13	0	0.0%	9	69.2%
South	Beer Sheba	Rager	Regular	11th/12th	Math	3	23	23	0	0.0%	23	100.0%
South	Beer Sheba	Rager	Ind.	12th	Language	2	10	10	0	0.0%	10	100.0%
South	Ofakim	Interdiscipl	Regular	11th	Math	3	11	11	0	0.0%	8	72.7%
South	Ofakim	Interdiscipl	Regular	12th	Civics	2	14	14	0	0.0%	13	92.9%
South	Ofakim	Interdiscipl	Regular	12th	Math	3	11	11	0	0.0%	11	100.0%
South	Ofakim	Interdiscipl	Ind.	12th	English	3	6	6	0	0.0%	6	100.0%
South	Ofakim	Interdiscipl	Ind.	12th	Language	2	5	5	0	0.0%	4	80.0%
South	Ofakim	Interdiscipl	Ind.	12th	Math	3	16	16	0	0.0%	15	93.8%
South	Ofakim	Interdiscipl	Ind.	12th	Literature	2	3	3	0	0.0%	3	100.0%
South	Ashkelon	Makif 5	Regular	11th	History	A	17	17	0	0.0%	15	88.2%
South	Ashkelon	Makif 5	Regular	11th	History	2	19	19	0	0.0%	19	100.0%
South	Ashkelon	Makif 5	Regular	11th	Math	3	15	15	0	0.0%	15	100.0%
South	Ashkelon	Makif 5	Ind.	11th	Language	A	10	10	0	0.0%	10	100.0%
South	K. Malachi	Amit	Regular	11th/12th	Math	3	12	12	0	0.0%	12	100.0%
South	K. Malachi	Amit	Regular	11th/12th	Bible	2	18	18	0	0.0%	18	100.0%
South	K. Malachi	Amit	Ind.	12th	Civics	2	12	12	0	0.0%	11	91.7%
South	Al-Kasom	Um Batin	Regular	12th	Arabic	3	10	10	0	0.0%	6	60.0%
South	Al-Kasom	Um Batin	Ind.	11th	English	3	9	8	1	11.1%	8	88.9%
South	Hura	Alnur	Regular	11th	Arabic	3	24	24	0	0.0%	24	100.0%
South	Hura	Alnur	Regular	11th/12th	Math	5	21	21	0	0.0%	21	100.0%
South	Hura	Alnur	Regular	12th	Civics	2	10	10	0	0.0%	9	90.0%
South	Hura	Alnur	Regular	12th	Math	3	7	7	0	0.0%	7	100.0%
South	Hura	Alnur	Ind.	12th	Civics	2	12	12	0	0.0%	12	100.0%
South	Hura	Elsalam	Regular	11th/12th	Math	3	21	21	0	0.0%	21	100.0%
South	Hura	Elsalam	Ind.	11th	Civics	2	11	11	0	0.0%	11	100.0%
South	Kseife	Abu Rabia	Regular	11th/12th	Math	5	16	16	0	0.0%	12	75.0%
South	Kseife	Abu Rabia	Regular	12th	Arabic	3	43	43	0	0.0%	43	100.0%
South	Kseife	Elfarouk	Regular	12th	Math	3	24	24	0	0.0%	24	100.0%
South	Laqia	Laqia	Regular	12th	Math	3	11	11	0	0.0%	11	100.0%
South	Laqia	Laqia	Regular	12th	Arabic	3	12	12	0	0.0%	12	100.0%
South	Laqia	Laqia	Ind.	12th	Hebrew	2	13	13	0	0.0%	13	100.0%
South	Neve	Abu Krinat	Regular	11th	Math	3	12	12	0	0.0%	12	100.0%
South	Neve	Abu Krinat	Regular	12th	Arabic	3	12	12	0	0.0%	12	100.0%
South	Neve	Abu Krinat	Ind.	11th	Hebrew	2	17	17	0	0.0%	17	100.0%
South	Neve	Alhwashla	Regular	12th	Arabic	3	12	12	0	0.0%	12	100.0%
South	Neve	Alhwashla	Ind.	12th	English	3	10	10	0	0.0%	10	100.0%
South	Arara	Alnur	Regular	11th	Math	3	21	21	0	0.0%	21	100.0%
South	Arara	Arara	Regular	11th	Math	3	12	12	0	0.0%	12	100.0%
South	Arara	Arara	Regular	12th	Math	3	12	12	0	0.0%	12	100.0%
South	Rahat	Alnajah	Regular	12th	English	3	10	10	0	0.0%	8	80.0%
South	Rahat	Alnajah	Regular	12th	Arabic	3	32	32	0	0.0%	31	96.9%
South	Rahat	Alnajah	Ind.	12th	English	3	9	9	0	0.0%	9	100.0%

Table 10 continued

Region	Community	School	Type	Grade	Subject	Units	No. who started	No. who finished	Dropouts	Pct. Dropouts	No. who Passed Obstacle Exam	Pct. Who Passed Obstacle Exam
South	Rahat	Alnajah	Ind.	12th	Math	3	9	9	0	0.0%	9	100.0%
South	Rahat	Alnur	Regular	12th	Math	3	12	12	0	0.0%	12	100.0%
South	Rahat	Alnur	Regular	12th	Arabic	3	12	12	0	0.0%	12	100.0%
South	Rahat	Alnur	Ind.	12th	Civics	2	12	12	0	0.0%	12	100.0%
South	Segev Shalom	Makif Segev	Regular	12th	Math	3	10	10	0	0.0%	10	100.0%
South	Segev Shalom	Makif Segev	Regular	12th	Arabic	3	9	9	0	0.0%	9	100.0%
South	Tel Sheva	Albian	Regular	11th	Math	3	12	12	0	0.0%	12	100.0%
South	Tel Sheva	Albian	Regular	12th	Arabic	3	8	8	0	0.0%	8	100.0%
South	Tel Sheva	Albian	Ind.	11th	Civics	2	8	8	0	0.0%	8	100.0%
South	Tel Sheva	Interdiscipl	Regular	12th	Hebrew	2	24	24	0	0.0%	14	58.3%
South	Tel Sheva	Interdiscipl	Regular	12th	Arabic	3	24	24	0	0.0%	19	79.2%
South	Tel Sheva	Interdiscipl	Ind.	12th	Civics	2	7	7	0	0.0%	6	85.7%
South	Tel Sheva	Interdiscipl	Ind.	12th	Math	3	8	8	0	0.0%	8	100.0%
Haifa	Haifa	Municipal A	Regular	12th	Language	2	18	18	0	0.0%	18	100.0%
Haifa	Haifa	Municipal A	Regular	12th	Math	3	16	15	1	6.3%	15	93.8%
Haifa	D. El Carmel	Ort madaim	Regular	12th	Math	3	13	13	0	0.0%	8	61.5%
Haifa	D. El Carmel	Ort madaim	Regular	12th	Math	4	18	18	0	0.0%	10	55.6%
Haifa	Ussfia	Ort Ronson	Regular	12th	English	4	13	13	0	0.0%	13	100.0%
Haifa	Ussfia	Ort Ronson	Regular	12th	Math	4	16	16	0	0.0%	15	93.8%
North	Beit Jann	Beit Jann	Regular	11th	Math	3	17	17	0	0.0%	17	100.0%
North	Beit Jann	Beit Jann	Regular	11th/12t	Math	5	19	19	0	0.0%	18	94.7%
North	Julis	Julis	Regular	12th	Math	4	18	18	0	0.0%	18	100.0%
North	Hurfesh	Hurfesh	Regular	11th	Heritage	1	19	19	0	0.0%	18	94.7%
North	Hurfesh	Hurfesh	Regular	12th	Math	3	13	13	0	0.0%	11	84.6%
North	Yanuah Jat	Yanuah Jat	Regular	12th	Civics	2	17	17	0	0.0%	15	88.2%
North	Yarka	Achva	Regular	11th	Civics	2	24	24	0	0.0%	23	95.8%
North	Yarka	Achva	Regular	11th	English	3	24	24	0	0.0%	23	95.8%
North	Yarka	Achva	Regular	11th	Heritage	1	24	24	0	0.0%	21	87.5%
North	Yarka	Achva	Regular	11th	Math	3	24	24	0	0.0%	14	58.3%
North	Yarka	Achva	Regular	11th	History	2	24	24	0	0.0%	23	95.8%
North	Yarka	Achva	Regular	12th	Math	4	16	16	0	0.0%	15	93.8%
North	Yarka	Achva	Regular	12th	Arabic	3	19	19	0	0.0%	17	89.5%
North	Kisra Samia	Interdiscipl	Regular	12th	Math	3	16	16	0	0.0%	16	100.0%
North	Kfar Yasif	Yni	Regular	12th	Math	3	11	11	0	0.0%	11	100.0%
North	Kfar Yasif	Yni	Regular	12th	Arabic	3	13	13	0	0.0%	10	76.9%
North	Mrar	Makif 2	Regular	11th	Math 4 Units	**804	22	22	0	0.0%	20	90.9%
North	Mrar	Makif 2	Regular	12th	Math	4	24	24	0	0.0%	24	100.0%
North	Mrar	Makif 2	Regular	12th	Hebrew	3	21	21	0	0.0%	21	100.0%
North	Mrar	Kasem	Regular	12th	Math	3	14	14	0	0.0%	14	100.0%
North	Mrar	Kasem	Regular	12th	Hebrew	3	16	16	0	0.0%	16	100.0%
North	Majdel Shams	Majdel Shams	Regular	11th/12t	Math	4	13	13	0	0.0%	13	100.0%
North	Majdel Shams	Majdel Shams	Regular	12th	Hebrew	3	14	14	0	0.0%	14	100.0%
North	Masade	Masade	Regular	11th/12t	Math	5	15	15	0	0.0%	12	80.0%
North	Masade	Masade	Regular	12th	Math	3	27	27	0	0.0%	23	85.2%
North	Masade	Masade	Regular	12th	Hebrew	3	28	28	0	0.0%	27	96.4%
North	Nazareth	Hagalil	Regular	12th	Arabic	3	36	36	0	0.0%	28	77.8%
North	Sachnin	Jamal Tarbia	Regular	12th	Arabic	3	17	17	0	0.0%	17	100.0%
North	Tiberias	Y. Tichonit	Regular	12th	Civics	2	16	16	0	0.0%	15	93.8%
North	K. Shemona	Danziger	Regular	12th	Civics	2	8	8	0	0.0%	7	87.5%
3	30	40	-	-	-	-	1,631	1,627	4	0.2%	1,505	92.3%

**the group will complete 803 questionnaire (to achieve 3 units) in 2016 (in the 12th grade).
**the group will complete 805 questionnaire (to achieve 4 units) in 2016 (in the 12th grade).

Table 11: Eligibility for Matriculation among Students defined as Last Hurdle Criteria, 12th grade 2014/15

Region	Community	School	Type	12th grade students in 2015 Defined as Last Hurdle	Added Number of Matric. Certificates from this group*	Share of those defined as Last Hurdle eligible for Matric. Certificates*
South	Beer Sheba	Makif 3	Regular	38	36	94.7%
South	Beer Sheba	Makif 3	Ind.	11	11	100.0%
South	Beer Sheba	Makif 7	Regular	10	6	60.0%
South	Beer Sheba	Makif 7	Ind.	7	5	71.4%
South	Beer Sheba	Rabin	Regular	39	36	92.3%
South	Beer Sheba	Rabin	Ind.	10	7	70.0%
South	Beer Sheba	Rager	Regular	7	6	85.7%
South	Beer Sheba	Rager	Ind.	10	10	100.0%
South	Ofakim	Interdiscipl	Regular	24	22	91.7%
South	Ofakim	Interdiscipl	Ind.	23	23	100.0%
South	K. Malachi	Amit	Regular	12	11	91.7%
South	K. Malachi	Amit	Ind.	11	10	90.9%
South	Al-Kasom	Um Batin	Regular	10	6	60.0%
South	Hura	Alnur	Regular	26	22	84.6%
South	Hura	Alnur	Ind.	12	11	91.7%
South	Hura	Elsalam	Regular	4	3	75.0%
South	Kseife	Abu Rabia	Regular	47	40	85.1%
South	Kseife	Elfarouk	Regular	24	17	70.8%
South	Laqia	Laqia	Regular	23	23	100.0%
South	Laqia	Laqia	Ind.	13	13	100.0%
South	Neve Midbar	Abu Krinat	Regular	12	9	75.0%
South	Neve Midbar	Alhwashla	Regular	12	11	91.7%
South	Neve Midbar	Alhwashla	Ind.	10	10	100.0%
South	Arara	Arara	Regular	12	8	66.7%
South	Rahat	Alnajah	Regular	42	34	81.0%
South	Rahat	Alnajah	Ind.	18	11	61.1%
South	Rahat	Alnur	Regular	24	24	100.0%
South	Rahat	Alnur	Ind.	12	12	100.0%
South	Segev Shalom	Makif Segev	Regular	19	19	100.0%
South	Tel Sheva	Albian	Regular	8	8	100.0%
South	Tel Sheva	Interdiscipl	Regular	48	40	83.3%
South	Tel Sheva	Interdiscipl	Ind.	15	14	93.3%
Haifa	Haifa	Municipal A	Regular	17	16	94.1%
Haifa	D. El Carmel	Ort madaim	Regular	25	16	64.0%
Haifa	Ussfia	Ort Ronson	Regular	29	29	100.0%
North	Beit Jann	Beit Jann	Regular	12	12	100.0%
North	Julis	Julis	Regular	18	18	100.0%
North	Hurfesh	Hurfesh	Regular	13	13	100.0%
North	Yanuah Jat	Yanuah Jat	Regular	7	6	85.7%
North	Yarka	Achva	Regular	35	32	91.4%
North	Kisra Samia	Interdiscipl	Regular	16	11	68.8%
North	Kfar Yasif	Yni	Regular	24	16	66.7%
North	Mrar	Makif 2	Regular	45	40	88.9%
North	Mrar	Kasem Ghanem	Regular	26	26	100.0%
North	Majdel Shams	Majdel Shams	Regular	18	14	77.8%
North	Masade	Masade	Regular	54	40	74.1%
North	Nazareth	Hagalil	Regular	36	25	69.4%
North	Sachnin	Jamal Tarbia	Regular	17	14	82.4%
North	Tiberias	Y. Tichonit	Regular	4	4	100.0%
North	K. Shemona	Danziger	Regular	5	3	60.0%
3	29	38	-	994	853	85.8%

*The Total number of students who eligible for a Matriculation certificate among the students with an Obstacle Subject, without double counting of those who participated more than one activity, is 792

For the calculation of the eligibility for Matriculation certificate rate compare to the prediction, this table present the data of all the participants, include of those who participated in more than one activity, and that is how the eligibility for Matriculation rate was calculated.

Table 12: Eligibility for Matriculation among Supplementary Students, 12th grade 2014/15

Region	Community	School	Type	Supplementary Students	Number of Supplementary Students Eligible for Matriculation*
South	Beer Sheba	Makif 3	Regular	1	0
South	Beer Sheba	Makif 7	Ind.	27	23
South	Beer Sheba	Rabin	Regular	1	0
South	Beer Sheba	Rabin	Ind.	3	2
South	Beer Sheba	Rager	Regular	1	0
South	Ofakim	Interdiscipl	Regular	1	0
South	Ofakim	Interdiscipl	Ind.	7	5
South	K. Malachi	Amit	Regular	1	1
South	K. Malachi	Amit	Ind.	1	1
South	Hura	Elsalam	Regular	6	2
Haifa	Haifa	Municipal A	Regular	17	14
Haifa	D. El Carmel	Ort madaim	Regular	6	4
North	Yanuah Jat	Yanuah Jat	Regular	10	6
North	Mrar	Kasem Ghanem	Regular	4	4
North	Masade	Masade	Regular	7	4
North	Tiberias	Y. Tichonit	Regular	12	2
North	K. Shemona	Danziger	Regular	3	3
3	11	14	-	108	71

*71 participants are Eligible for a Matriculation certificate (including students who participated in more than one activity). Actually, among the supplemental students, the number of students who are eligible for a Matriculation certificate is 69 (without double counting of those who participated in more than one activity).

Final comment for Tables 11, 12:

Some students participated more than one activity. This students at first were defined as Supplemental students. After they successfully completed their Supplemental Subjects, when they were only one subject short from being Eligible for a matriculation certificate – they were redefined as students with Obstacle Subject.
That is why in the mathematical calculation that presented separately in table 11 (students with Obstacle Subject) and in table 12 (supplemental students) could be a duplication in the number of participants who are eligible for a matriculation certificate.
For clarification, the total number of students who are eligible for a matriculation certificate (without double counting of those who participated in more than one activity) is 848 (see Table 13, also in paragraph c in the Definitions in page 9).

Table 13: Summary Table, 2014/15

Region	Community	School	Grade	Subject	Type	No. of Participants	Dropout Rate	Share of those who passed their Matric. Exams	Avg. final grade on Matric. Exams of all the participants*	No. of participants who Eligible for Matriculation	No. of students who Eligible for Matriculation (without double counting)
South	Beer Sheba	Makif 3	11th	History	Regular	13	0.0%	100.0%	66.3	(11th)	43
South	Beer Sheba	Makif 3	11th	Math	Regular	20	0.0%	90.0%	66.0	(11th)	
South	Beer Sheba	Makif 3	11th	Math**	Regular	15	0.0%	100.0%	93.0	(11th)	
South	Beer Sheba	Makif 3	11th/12th	Math	Regular	15	0.0%	73.3%	66.4	2	
South	Beer Sheba	Makif 3	12th	Language	Regular	10	0.0%	100.0%	63.9	9	
South	Beer Sheba	Makif 3	12th	Math	Regular	15	0.0%	100.0%	76.1	14	
South	Beer Sheba	Makif 3	12th	Literature	Regular	12	0.0%	100.0%	67.0	11	
South	Beer Sheba	Makif 3	12th	Math	Ind.	11	0.0%	100.0%	74.1	11	
South	Beer Sheba	Makif 7	12th	Language	Regular	10	10.0%	90.0%	64.1	6	30
South	Beer Sheba	Makif 7	12th	Math	Ind.	12	0.0%	91.7%	72.4	12	
South	Beer Sheba	Makif 7	12th	Literature	Ind.	15	0.0%	60.0%	56.2	11	
South	Beer Sheba	Makif 7	12th	Bible	Ind.	7	14.3%	71.4%	61.9	5	
South	Beer Sheba	Rabin	12th	Math	Regular	40	0.0%	87.5%	66.0	36	41
South	Beer Sheba	Rabin	12th	Language	Ind.	13	0.0%	69.2%	58.2	9	
South	Beer Sheba	Rager	11th/12th	Math	Regular	23	0.0%	100.0%	81.3	6	16
South	Beer Sheba	Rager	12th	Language	Ind.	10	0.0%	100.0%	70.3	10	
South	Ofakim	Interdiscipl	11th	Math	Regular	11	0.0%	72.7%	78.9	(11th)	33
South	Ofakim	Interdiscipl	12th	Civics	Regular	14	0.0%	92.9%	71.1	12	
South	Ofakim	Interdiscipl	12th	Math	Regular	11	0.0%	100.0%	70.5	10	
South	Ofakim	Interdiscipl	12th	English	Ind.	6	0.0%	100.0%	70.0	6	
South	Ofakim	Interdiscipl	12th	Language	Ind.	5	0.0%	80.0%	58.0	4	
South	Ofakim	Interdiscipl	12th	Math	Ind.	16	0.0%	93.8%	69.2	16	
South	Ofakim	Interdiscipl	12th	Literature	Ind.	3	0.0%	100.0%	66.0	2	
South	Ashkelon	Makif 5	11th	History A	Regular	17	0.0%	88.2%	66.4	(11th)	(11th)
South	Ashkelon	Makif 5	11th	History	Regular	19	0.0%	100.0%	65.1	(11th)	
South	Ashkelon	Makif 5	11th	Math	Regular	15	0.0%	100.0%	73.1	(11th)	
South	Ashkelon	Makif 5	11th	Language A	Ind.	10	0.0%	100.0%	58.7	(11th)	
South	K. Malachi	Amit	11th/12th	Math	Regular	12	0.0%	100.0%	72.7	9	21
South	K. Malachi	Amit	11th/12th	Bible	Regular	18	0.0%	100.0%	64.8	3	
South	K. Malachi	Amit	12th	Civics	Ind.	12	0.0%	91.7%	66.3	11	
South	Al-Kasom	Um Batin	12th	Arabic	Regular	10	0.0%	60.0%	57.4	6	6
South	Al-Kasom	Um Batin	11th	English	Ind.	9	11.1%	88.9%	64.5	(11th)	
South	Hura	Alnur	11th	Arabic	Regular	24	0.0%	100.0%	80.0	(11th)	33
South	Hura	Alnur	11th/12th	Math	Regular	21	0.0%	100.0%	80.2	9	
South	Hura	Alnur	12th	Civics	Regular	10	0.0%	90.0%	68.9	7	
South	Hura	Alnur	12th	Math	Regular	7	0.0%	100.0%	68.6	6	
South	Hura	Alnur	12th	Civics	Ind.	12	0.0%	100.0%	76.9	11	
South	Hura	Elsalam	11th/12th	Math	Regular	21	0.0%	100.0%	72.6	5	5
South	Hura	Elsalam	11th	Civics	Ind.	11	0.0%	100.0%	85.4	(11th)	
South	Kseife	Abu Rabia	11th/12th	Math	Regular	16	0.0%	75.0%	70.2	4	40
South	Kseife	Abu Rabia	12th	Arabic	Regular	43	0.0%	100.0%	66.5	36	
South	Kseife	Elfarouk	12th	Math	Regular	24	0.0%	100.0%	68.0	17	17
South	Laqia	Laqia	12th	Math	Regular	11	0.0%	100.0%	85.6	11	34
South	Laqia	Laqia	12th	Arabic	Regular	12	0.0%	100.0%	75.8	12	
South	Laqia	Laqia	12th	Hebrew	Ind.	13	0.0%	100.0%	73.8	13	
South	Neve Midbar	Abu Krinat	11th	Math	Regular	12	0.0%	100.0%	78.9	(11th)	9
South	Neve Midbar	Abu Krinat	12th	Arabic	Regular	12	0.0%	100.0%	69.3	9	
South	Neve Midbar	Abu Krinat	11th	Hebrew	Ind.	17	0.0%	100.0%	73.5	(11th)	
South	Neve Midbar	Alhwashla	12th	Arabic	Regular	12	0.0%	100.0%	62.8	11	21
South	Neve Midbar	Alhwashla	12th	English	Ind.	10	0.0%	100.0%	73.4	10	

Table 13 continued

Region	Community	School	Grade	Subject	Type	No. of Participants	Dropout Rate	Share of those who passed their Matric. Exams	Avg. final grade on Matric. Exams of all the participants*	No. of participants who Eligible for Matriculation	No. of students who Eligible for Matriculation (without double counting)
South	Arara	Alnur	11th	Math	Regular	21	0.0%	100.0%	87.2	(11th)	(11th)
South	Arara	Arara	11th	Math	Regular	12	0.0%	100.0%	90.1	(11th)	8
South	Arara	Arara	12th	Math	Regular	12	0.0%	100.0%	75.8	8	
South	Rahat	Alnajah	12th	English	Regular	10	0.0%	80.0%	59.3	4	45
South	Rahat	Alnajah	12th	Arabic	Regular	32	0.0%	96.9%	67.8	30	
South	Rahat	Alnajah	12th	English	Ind.	9	0.0%	100.0%	61.9	7	
South	Rahat	Alnajah	12th	Math	Ind.	9	0.0%	100.0%	60.7	4	
South	Rahat	Alnur	12th	Math	Regular	12	0.0%	100.0%	75.7	12	36
South	Rahat	Alnur	12th	Arabic	Regular	12	0.0%	100.0%	73.3	12	
South	Rahat	Alnur	12th	Civics	Ind.	12	0.0%	100.0%	78.1	12	
South	Segev Shalom	Makif Segev	12th	Math	Regular	10	0.0%	100.0%	86.1	10	19
South	Segev Shalom	Makif Segev	12th	Arabic	Regular	9	0.0%	100.0%	77.0	9	
South	Tel Sheva	Albian	11th	Math	Regular	12	0.0%	100.0%	66.7	(11th)	8
South	Tel Sheva	Albian	12th	Arabic	Regular	8	0.0%	100.0%	66.5	8	
South	Tel Sheva	Albian	11th	Civics	Ind.	8	0.0%	100.0%	67.0	(11th)	
South	Tel Sheva	Interdiscipl	12th	Hebrew	Regular	24	0.0%	58.3%	57.2	21	32
South	Tel Sheva	Interdiscipl	12th	Arabic	Regular	24	0.0%	79.2%	62.4	19	
South	Tel Sheva	Interdiscipl	12th	Civics	Ind.	7	0.0%	85.7%	59.7	7	
South	Tel Sheva	Interdiscipl	12th	Math	Ind.	8	0.0%	100.0%	75.3	7	
Haifa	Haifa	Municipal A	12th	Language	Regular	18	0.0%	100.0%	63.2	16	24
Haifa	Haifa	Municipal A	12th	Math	Regular	16	6.3%	93.8%	71.8	14	
Haifa	D. El Carmel	Ort madaim	12th	Math	Regular	13	0.0%	61.5%	62.6	4	20
Haifa	D. El Carmel	Ort madaim	12th	Math	Regular	18	0.0%	55.6%	59.2	16	
Haifa	Ussfia	Ort Ronson	12th	English	Regular	13	0.0%	100.0%	68.1	13	29
Haifa	Ussfia	Ort Ronson	12th	Math	Regular	16	0.0%	93.8%	74.9	16	
North	Beit Jann	Beit Jann	11th	Math	Regular	17	0.0%	100.0%	84.2	(11th)	12
North	Beit Jann	Beit Jann	11th/12th	Math	Regular	19	0.0%	94.7%	67.4	12	
North	Julis	Julis	12th	Math	Regular	18	0.0%	100.0%	79.1	18	18
North	Hurfesh	Hurfesh	11th	Heritage	Regular	19	0.0%	94.7%	67.1	0	13
North	Hurfesh	Hurfesh	12th	Math	Regular	13	0.0%	84.6%	56.4	13	
North	Yanuah Jat	Yanuah Jat	12th	Civics	Regular	17	0.0%	88.2%	69.9	12	12
North	Yarka	Achva	11th	Civics	Regular	24	0.0%	95.8%	66.7	(11th)	32
North	Yarka	Achva	11th	English	Regular	24	0.0%	95.8%	69.5	(11th)	
North	Yarka	Achva	11th	Heritage	Regular	24	0.0%	87.5%	67.6	(11th)	
North	Yarka	Achva	11th	Math	Regular	24	0.0%	58.3%	61.2	(11th)	
North	Yarka	Achva	11th	History	Regular	24	0.0%	95.8%	64.1	(11th)	
North	Yarka	Achva	12th	Math	Regular	16	0.0%	93.8%	63.9	15	
North	Yarka	Achva	12th	Arabic	Regular	19	0.0%	89.5%	65.6	17	
North	Kisra Samia	Interdiscipl	12th	Math	Regular	16	0.0%	100.0%	81.8	11	11
North	Kfar Yasif	Yni	12th	Math	Regular	11	0.0%	100.0%	60.7	7	9
North	Kfar Yasif	Yni	12th	Arabic	Regular	13	0.0%	76.9%	61.6	9	
North	Mrar	Makif 2	11th	Math***	Regular	22	0.0%	90.9%	75.3	(11th)	39
North	Mrar	Makif 2	12th	Math	Regular	24	0.0%	100.0%	77.1	24	
North	Mrar	Makif 2	12th	Hebrew	Regular	21	0.0%	100.0%	61.0	16	
North	Mrar	Kasem	12th	Math	Regular	14	0.0%	100.0%	66.9	14	26
North	Mrar	Kasem	12th	Hebrew	Regular	16	0.0%	100.0%	63.9	16	
North	Majdel Shams	Majdel Shams	11th/12th	Math	Regular	13	0.0%	100.0%	82.8	3	14
North	Majdel Shams	Majdel Shams	12th	Hebrew	Regular	14	0.0%	100.0%	67.6	11	
North	Masade	Masade	11th/12th	Math	Regular	15	0.0%	80.0%	63.8	6	41
North	Masade	Masade	12th	Math	Regular	27	0.0%	85.2%	69.0	19	
North	Masade	Masade	12th	Hebrew	Regular	28	0.0%	96.4%	61.3	19	

Table 13 continued

Region	Community	School	Grade	Subject	Type	No. of Participants	Dropout Rate	Share of those who passed their Matric. Exams	Avg. final grade on Matric. Exams of all the participants*	No. of participants who Eligible for Matriculation	No. of students who Eligible for Matriculation (without double counting)
North	Nazareth	Hagalil	12th	Arabic	Regular	36	0.0%	77.8%	57.0	25	25
North	Sachnin	Jamal Tarbia	12th	Arabic	Regular	17	0.0%	100.0%	63.2	14	14
North	Tiberias	Y. Tichonit	12th	Civics	Regular	16	0.0%	93.8%	74.1	6	6
North	K. Shemona	Danziger	12th	Civics	Regular	8	0.0%	87.5%	63.5	6	6
3	30	40	-	-	-	1,631	0.2%	92.3%	69.3	924	848

*69.3 is the final average grade on matriculation exams of 1,604 participants (not including 27 participants that from different reasons didn't got a grade – participants who didn't came to the exam/ didn't reach the minimum score/ dropout, or being suspected of cheating).
The final grade of the students that succeeded to pass the matriculation exams (1,505 succeeded) is 70.6.

**the group were tested in questionnaires 801, 802 in 2015, and will complete 803 questionnaire (to achieve 3 units) in 2016 (in 12th grade). That is why that their Average final grade on Matric. Exam is the Average of questionnaires 801, 802.

***the group were tested in questionnaire 804 in 2015, and will complete 805 questionnaire (to achieve 4 units) in 2016 (in 12th grade). That is why that their Average final grade on Matric. Exam is the Average of questionnaire 804.

Table 14: 11th Grade Students in the 2014 Program, Eligibility for Matriculation Certificates with Completion of their 12th Grade Studies in 2015

Region	Community	School	Subject	Number of 11th grade, Defined as Last Hurdle, participants in previous year	No. of students in 2015 who participated in previous year and are Eligible for Matriculation*	Share of 11th grade students Eligibility for Matriculation who participated in previous year
South	Beer Sheba	Makif 3	Math	18	15	83.3%
South	Beer Sheba	Makif 7	Literature	9	7	77.8%
South	Beer Sheba	Rabin	Math	21	18	85.7%
South	Beer Sheba	Rager	Math	14	14	100.0%
South	Beer Sheba	Amit	Math	10	9	90.0%
South	Gadera	Net. Noam	Math	3	3	100.0%
South	Gadera	Ramon	History	13	13	100.0%
South	Gadera	Ramon	Math	19	19	100.0%
South	Dimona	Zinman	History	18	18	100.0%
South	K. Malachi	Amit	Language	5	3	60.0%
South	Hura	Elsalam	Math	9	9	100.0%
South	Kseife	Abu Rabia	Math	12	7	58.3%
South	Neve Midbar	Abu Krinat	Math	10	2	20.0%
South	Neve Midbar	Abu Krinat	Hebrew	12	9	75.0%
South	Arara	Alnur	Math	20	5	25.0%
South	Arara	Arara	Civics	10	10	100.0%
South	Tel Sheva	Albian	Civics	6	5	83.3%
South	Tel Sheva	Albian	Math	11	8	72.7%
South	Tel Sheva	Interdiscipl	English	10	10	100.0%
South	Tel Sheva	Interdiscipl	Arabic	12	8	66.7%
North	Beit Jann	Beit Jann	Math	11	11	100.0%
North	Hurfesh	Hurfesh	Civics	29	29	100.0%
North	Yarka	Achva	Math	2	2	100.0%
North	Kisra Samia	Interdiscipl	Math	15	15	100.0%
North	Mrar	Makif 2	Math	24	16	66.7%
North	Majdel Shams	Majdel	Math	4	2	50.0%
2	15	22	-	327	267	81.7%

*The total number of students who eligible for a matriculation certificate among the students with an obstacle subject (without double counting of those who participated in more than one activity) is 257.
For the calculation of the eligibility for a matriculation certificate rate, compare to the prediction, this table present the data of all the participants, including those who participated in more than one activity, and that is how the eligibility for a matriculation certificate rate was calculated.

Table 15: 11th Grade Students Defined as Supplemental in 2014, Rate of Earning a Matriculation Certificate with Completing 12th Grade in 2015

Region	Community	School	Subject	Number of 11th grade, Defined as supplemental, participants in previous year	No. of students in 2015 who participated in previous year and are Eligible for Matriculation
South	Beer Sheba	Rager	Math	2	2
South	Beer Sheba	Amit	Math	5	5
South	Gadera	Ramon	History	2	1
South	Gadera	Ramon	Math	2	2
South	K. Malachi	Amit	Language	3	2
South	Al-Kasom	Ort Tarabin	English	5	2
South	Hura	Elsalam	Math	6	5
South	Tel Sheva	Albian	Civics	2	0
North	Yarka	Achva	History	5	4
North	Kisra Samia	Interdiscipl	Arabic	21	6
North	Majdel Shams	Majdel Shams	Math	1	1
2	9	10	-	54	30

Final comment for Tables 14, 15:

Some 11th grade students participated in more than one activity in 2014. This students at first were defined as Supplemental students. After they successfully completed their required supplemental subjects exams, and they are only one subject short from being eligible for matriculation certificate – they were redefined as students with obstacle subject.
That is why in the mathematical calculation that presented separately in Table 14 (students with obstacle subject) and table 15 (supplemental students) could be a duplication in the number of participants who are eligible for a matriculation certificate.
For clarification, the total number of 11th grade students in 2014 who are eligible for matriculation in 2015, without double counting of those who participated in more than one activity is 285.

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