

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Rabbi Zev M Friedman

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Rambam Mesivta

(As it should appear in the official records)

School Mailing Address 15 Frost Lane

(If address is P.O. Box, also include street address.)

City Lawrence State NY Zip Code+4 (9 digits total) 11559-1808

County Nassau State School Code Number* _____

Telephone 516-371-5824 Fax 516-371-4706

Web site/URL http://www.rambam.org E-mail roshmesivta@rambam.org

Facebook Page https://www.facebook.com/rambammesivta
Twitter Handle _____ hs _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* _____ E-mail: _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____ Tel. _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Yaacov Gross

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 23 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	49	0	49
10	43	0	43
11	32	0	32
12	40	0	40
Total Students	164	0	164

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

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

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 1%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1	167
(5) Total transferred students in row (3) divided by total students in row (4)	0.012
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages: n/a
8. Students eligible for free/reduced-priced meals: 12 %
 Total number students who qualify: 20

9. Students receiving special education services: 5 %
9 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>6</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	8
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 8:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	94%	95%	94%	94%
High school graduation rate	100%	100%	100%	100%	100%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	40
Enrolled in a 4-year college or university	100%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Rambam Mesivta promotes academic excellence both in Jewish and secular studies, personal character development, leadership, social and political activism, sensitivity to others, and community service.

PART III – SUMMARY

Rambam Mesivta was founded 24 years ago as an outgrowth of an adult education class that Rabbi Zev Meir Friedman conducted with members of the Five Towns community, located in Nassau County. Many of the attendees, doctors, lawyers and businessmen were enamored with the Rabbi's message that not only can an Orthodox Jew pursue a professional career, but that academic excellence and contributing to society at large enhances one's religious outlook and experience. Being that many of them had sons in seventh and eighth grade, they approached Rabbi Friedman and asked him to start a high school that promoted excellence in both Jewish and College preparatory studies.

The high school was to be aptly named Rambam Mesivta - Maimonides High School, in tribute to the great philosopher, physician, codifier, Rabbi and community leader, Maimonides. What began as a vision for prospective high school students living in the Five Towns area, quickly emerged as a school of choice for many bright and motivated students living in the greater metropolitan area. The idea of pursuing academic excellence and successfully integrating into society, all whilst remaining true to one's Jewish values, resonated with many.

Given the fact that Rambam was designed to inspire its students to become leaders and "all that they can be," the school has amassed a number of notable accomplishments since its inception. On the academic front, virtually 100% of its graduates have pursued higher education in universities with many later attending post graduate schools. Its SAT scores have traditionally ranked in the top 15% of the country. Practically every single year, the school is overrepresented in the percentage of AP scholars that it produces.

Students garner a disproportionate amount of merit-based scholarships, gaining admission to prestigious universities. For more than a decade students have been awarded an average of twenty five to thirty thousand per capita of merit-based, academic scholarships. Students have been awarded Siemens, Westinghouse, Davidson and Intel Science awards in national and international competitions. Students have been accepted to the prestigious Garcia Center for Polymers at Engineered Interfaces of Stony Brook University where they have the opportunity to do research with nanoparticles under the guidance of world renowned Professor Miriam Rafailovich.

Students have taken the lead in pursuing social justice. They were the first (and perhaps only) private school to raise money for the victims of the tsunami in 2004 by spearheading a project called "Kids for Kids," which enabled the student leaders to present a much appreciated check for thousands of dollars to the Ambassador to Sri Lanka .Over the past decade, they made their voices heard by holding protest rallies against Saudi support of terror, French anti-Semitism, the presence of Nazi war criminals living in the United States and human rights' violations in Cuba . Many of these protests are covered by the media and students learn leadership skills in organizing the protest, contacting the media and being able to articulate to the reporters covering the event the significance of their cause. Recently, they again took the lead and embarked on a campaign to help victims of terror in the Middle East by setting up a Crowdrise fundraising effort which raised close to \$30,000 in one week.

One of the missions of Rambam Mesivta is to instill in its graduates the importance of values and character development. Alumni have been referred to as "Rambam Men," characterized by being sensitive to the small things in society that affect the tone of our society. It is known that they are the individuals who always say please and thank you, return the shopping cart to the store and stand out in their various communities as being those individuals that can be relied upon to get the job done.

Rambam's admissions policy is strictly merit-based. Students who exhibit good character, strong intellectual capabilities and motivation to succeed are ideal candidates for the school. In order to gain admission, every single student is interviewed by the Dean, Rabbi Friedman and Principal Rabbi Yotav Eliach and/or Assistant Principal Mr. Hillel Goldman. That meeting is the beginning of what would later become a strong bond between the administration and students. Personalized, individual attention and knowing the strengths and weaknesses of each student is one of the secrets to Rambam's success. Identifying areas of a young man's talent and passion is the key to enabling that young man to find an outlet for his talent, ensuring that

he will taste success and develop a strong and well deserved sense of self-confidence, which is so necessary for a student's ability to achieve and grow academically.

Fortunately, in the more than two decades of Rambam's existence, the school has produced hundreds of proud alumni, successful in their life's dream of integrating professionalism with Jewish values and commitment.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Students are required to take four years of English. In ninth grade students develop skills in process writing that have application to all subject areas. Students are trained to write and facilitate clear, correct and creative writing. The study of literature emphasizes American authors. In tenth grade students in this course read books by prominent authors from Britain and Europe. Students are also prepared for the PSATs and SATs through lessons on vocabulary, analogies and other comprehension exercises. Eleventh grade students study great works in American literature and English language skills needed for the SAT are integrated into the course. In either AP English or Honors English, seniors are required to thoroughly understand literacy devices.

Students are required to take a minimum of three years of mathematics and are encouraged to take mathematics in their senior year. Students who enter the Mesivta with advanced standing in Regents mathematics proceed to the next level of the three-year Regents sequence. Integrated Algebra, Geometry and Trigonometry develop students' mathematical and problem solving skills while preparing them for the New York State Math Regents. Students who have completed the three year Regents curriculum by the end of the sophomore year take a two year Calculus sequence, Calculus AB and Calculus BC, leading to the AP Calculus BC exam. For those juniors and seniors who have completed Algebra, Geometry and Trigonometry but choose not to take Calculus, Business Math, Behavioral Economics, Accounting or AP Statistics are available. All seniors take a course in Economics.

Students are required to take at least three years of Regents-level science courses and are encouraged to take four years of science. In ninth grade all the students are required to take Biology, culminating with a Regents in June. Tenth graders have a choice of taking the Chemistry or Earth Science course, with a Regents at the end of the year. Eleventh and twelfth grade science courses include Physics, AP Physics, AP Computer Science, AP Biology, AP Chemistry and AP Psychology, Forensic Science, EMT, Physiology and Jewish Law.

Students are required to complete four years of social studies and to successfully complete both the Regents examination in Global Studies and American History. In ninth grade students take Global History and Geography I followed by Global History in tenth grade culminating in the Regents exam. Tenth grade students also have the option to take AP European History. All eleventh graders are required to take American History with the Regents at the end of the year. Students also have the option of taking AP American History.

Additionally, because Rambam is an Orthodox Jewish school, we require students to take a full load of Jewish Studies which includes Mishnah, Talmud, Jewish law, Bible, and Jewish philosophy. During all four years at Rambam the students are exposed to all the above-mentioned core Jewish writings in the form of courses and special study groups. Just like we are preparing our students to attend good colleges and excel there, we are preparing them to be practicing, knowledgeable Jews who can continue learning Jewish sources, so their Judaism can grow with them. To that end we also gear all our students to continue formally studying Jewish sources in post High School Yeshivot in Israel or the U.S.

Rambam Mesivta produces young men who are honest, ethical Jewish and American citizens. They are prepared to excel in their post High School Religious Studies, and they are prepared to excel at the Universities that they will be attending.

The educational experience that the students are exposed to in Rambam Mesivta transcends the classroom. In addition to teaching the standard curriculum, there are many other educational opportunities provided with the specific purpose of enabling students to be well prepared for universities and future professional life.

In ninth grade, students participate in an assessment exam, the PPSAT (Pre PSAT). An outside grading agency provides students with an assessment of their performance in math, verbal and writing skills. In order to help prepare students for the SAT exam the “word of the day” is incorporated in classes throughout the day and posted on the bulletin board.

A number of years ago we initiated “career day” to enable students to learn more about a wide spectrum of professional careers so they can begin to plan for the future.

Fortunately, over the past two decades we have seen our alumni attend the best universities and pursue the professions of their passion. Many of them call to let us know that high school was the springboard for their future success.

2. Other Curriculum Areas:

Rambam Mesivta is looking to produce “The Complete Person.” Taking its basis from the classic Liberal Arts education, combined with a dual curriculum of Judaic studies, Rambam wants its graduates to be culturally cultivated and healthy in both body and mind.

In terms of the Arts, Art class is a requirement for all seniors and meets once a week. The school also offers to the entire student body the Classic Film Club featuring the annual “Alfred Hitchcock Day”; the Rambam Band; Guitar for Beginners Club; acapella, featuring “The Harmonides”; the Art Society; the annual Shakespeare Ides of March soliloquy contest; and the school play-this year being “An Evening in The Twilight Zone.” The Arts program promotes analytical thinking and creativity. By allowing students to shine in the Arts, the school affords opportunities for collaboration, leadership skills, and community service, as most of these programs, are designed to give back. For instance, the acapella group sings at Nursing Homes and at homes for the mentally disabled.

At Rambam, academics and learning are rounded out by a fantastic athletic department that focuses just as much on character building as it does on winning. Rambam fields a number of different athletic teams including: Varsity and Junior Varsity Basketball, Hockey, Softball and Bowling; Tennis, Soccer, and Flag-Football. There is also a sports club, a school-wide annual 3-on-3 basketball tournament and frequent tournaments such as dodgeball, soccer, etc. Gym class itself is held twice a week for most students and Health Ed is a requirement for all seniors. While winning games and making the playoffs/championships is always exciting, at Rambam, sports are principally about learning important life values through athletics. Teamwork, commitment, and dedication to reaching a goal; sportsmanship, camaraderie, and friendship – these are the messages that the student athletes internalize at Rambam.

All freshmen students take Hebrew language with the top class having a direct connection to a teacher based in Israel via Skype. As sophomores or juniors, students can continue to take Hebrew or opt for Spanish. All Foreign Language classes meet four times a week. Rambam Mesivta is in compliance with the program's Foreign Language requirements. Taking a Foreign Language promotes the idea of being a well-rounded person and sharpens the memorization and communication skills of the leaders of tomorrow. The school's emphasis on Zionism is buttressed by the fact that Hebrew is a requirement for all freshmen.

Rambam has offered AP Computers in the past, meeting 5 times a week, and will continue to offer it in the future when there is a demand for it. Additionally, last year during Club Hour there was a Computer Programming Club, and this year, on Fridays and Sundays, there is a Cyber-School Club, run by an Israeli Company, where students learn how to engage in “Cyber Warfare” and repel Cyber attacks. Rambam students frequently participate in and win competitions such as RoboCup, LISEF, and Intel. The school's emphasis on technology is the foundation to producing students who can compete in a technologically advancing world.

A Rambam student goes beyond the curriculum. He is a lifelong learner who is as comfortable at a Shakespearian play as he is on the basketball court, at a keyboard/piano or computer; or meeting someone from a new culture. He is a citizen of the world who recognizes the significance of intertextuality and

cultural relativism. He can speak multiple languages, but what's more he can appreciate and participate in the Grand Conversation.

3. Instructional Methods and Interventions:

Rambam Mesivta is a small school by design whose goal is to cater to the individual needs of its students. Accordingly, all subjects, both Jewish studies and college preparatory classes, are designed to be interactive. A premium is placed upon prompting students to think for themselves, ask questions and provide viable solutions. No question is too basic and no answer is too far-fetched to consider.

All classrooms are equipped with a SMARTBoard and virtually every teacher incorporates technology in their daily lesson. Homework is assigned to further reinforce the key concepts taught. Scheduled quizzes and tests are given with the same purpose in mind. Research projects provide students with the opportunity to deepen their understanding of key events and concepts, while inspiring them to engage in creative thinking.

Those students who need more time to take an exam or complete an assignment are allowed to do so. Students with documented learning disabilities may be assigned a "reader" or a scribe during exams to best enable them to succeed. Students that need a quiet testing room are accommodated as well. Additionally, evidence based interventions, such as daily report cards and self- monitoring techniques are utilized for struggling students.

Rambam recognizes that not all learning takes place in the classroom. Our first graduating class of 1996 had an individual who was not accepted to any other high school due to his many learning disabilities. We accepted him and every possible accommodation was offered. When he graduated he was accepted to a four year college and would send Rabbi Friedman his grades. Upon graduation he proudly informed Rabbi Friedman that he had secured a job with a New York City audit firm.

Recently another young man with stellar character graduated Rambam despite the fact that he faced many academic challenges. He was exempted from certain classes and had a private tutor in school helping him with basic vocabulary, writing, and mathematics skills. We recognized that his strength was in technology and his magnetic personality. He currently works for a firm in Manhattan as a budding entrepreneur and has begun his own technology business. We were proud to invite him to be a speaker at an event for prospective students. It was a vote of confidence in him and a proud moment for us. It was testimony that we achieved the mission we set out to accomplish: education and the taste of success for every individual.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The findings of the data concerning average score on the SATs and ACTs is that they started remarkably high, then dipped down over the course of a few years but are now on the upswing. As of the 2013-2014 school year, the average SAT combined reading and math scores was about 1200 with a comparable ACT average of about 26. While this is impressive by most standards, it is below the Rambam 2009-2010 combined reading and math scores of about 1240. The lowest point was 2012-2013 when the scores were a combined 1136 before once again, climbing to 1184.

Now that the ACT has become more popular, students, many of whom take both exams, are studying material for both exams. While there is some overlap, they are different tests, and added stress as well as the danger of stretching themselves too thin may be a factor in the lower overall, but still impressive, grades. Additionally, Rambam Mesivta is an institution that prides itself on accepting character individuals. Academic excellence is a cornerstone of Rambam and the administration refuses to lower its character standards even if it means raising its scores.

In an effort to raise the overall grades, the school offers freshmen Princeton Review-trained teachers to teach the class SAT strategies. The English curriculum uses Sadlier Oxford Vocabulary books and by junior year, students have covered over 700 SAT words from these books.

Upon taking the PSATS, juniors with high scores are encouraged by the school to take Professor Sinclair's PSAT prep course to assist them in qualifying for National Merit Scholarships. The school often has two or three students who qualify with another one or two earning letters of accommodation.

There is no question that SAT/ACT scores at Rambam have been consistently high over the years. It is the hope of the school that they continue to improve, as they have last year, and that the environment of the school, one that promotes diligence and intellectual discourse will contribute to the desire of the students to learn and grow.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Rambam Mesivta is a small school by design because it wants to be able to micromanage the progress of its student body. To that end, the freshmen take a Princeton Review Pre-PSAT exam so that the school can better assess their Math and Reading scores, as they are coming from 12-14 various elementary schools. Whenever a student is struggling in a class, fails an exam, or misses more than one homework, a "Green Letter" is sent to the student's parents informing them of the poor performance. All Principals in the school see all "Green Letters" before they are sent home as well as all exam grades before they are returned to the students. Rather than wait for each of the four semesters to be over to discover how a student is doing, school administrators are aware, on an almost daily basis, of the progress of each student. By analyzing this data, and by having an open door policy for all students and faculty to go to the administration, issues are discovered and solved before they turn into irrevocable problems. At that point, the school can arrange for a peer-tutor in a particular subject, make modifications to a schedule, get a specialist involved, and intervene if there is an issue between a student and a teacher.

At the end of the year, standardized exams ranging from APs to Regents, to ACTs and SATs, allow the school to see how, by objective measures, the Rambam students compare to the National average. Without fail, for over a decade, Rambam students consistently score much higher than the average on all standardized exams, win approximately one million dollars in MERIT-based scholarships - out of about 40 graduating students - and have AP Scholars, National Merit Scholars, and Intel winners at a percentage that far exceeds the National average. It is evident that Rambam's dual curriculum promotes analytical thinking and a work ethic that fosters achievement and a love of learning.

Part VI School Support

1. School Climate/Culture

Rambam Mesivta is not about teaching texts. It is about teaching life skills and promoting personal growth. Character development and true concern for the needs of others is a core component of Rambam's educational philosophy. As a result of this climate of sensitivity, bullying, which is so common in our society, does not exist in Rambam. Students are able to walk into school with their heads held high and focus on their academic success. At graduation, parents and graduates have remarked time and time again of how important the "safe environment" of Rambam was to their high school experience. Rambam realizes that there are a hundred and sixty-four individuals walking around in the same building. Each student comes to school each day with his own strengths and weaknesses and the capacity to do his best.

Rambam is designed to support and maximize the potential of each student. We celebrate their personal successes, publicly when appropriate, and point out to them, privately of course, ways in which they can continue to improve themselves.

Teachers, coaches and mentors are carefully selected to provide the proper guidance and structure to our students, recognizing of course, that in today's society a premium is placed on "feeling good." While we recognize that self-worth is the basis for success and continued striving, we maintain that it should stem from a feeling of true accomplishment and self-fulfillment.

Our students are encouraged to succeed, and they do!

Our faculty, which serves as the engine that motivates and inspires our students, is able to do so and accomplish so much, because they have a sense of mission. Many have indicated how much they enjoy teaching bright, motivated students. Many, in fact, have forgone higher paying opportunities because they feel they can accomplish so much with Rambam students.

Faculty members are appreciated by the sense of camaraderie they enjoy with each other and the administration and by the raises they receive that they didn't ask for. They are recognized as an integral part of everything the school is about and appreciated as such.

Teacher of the Semester Awards are given to deserving faculty members, in front of the student body, on an ongoing basis. Twenty-four years ago, Rambam was founded with the mission that it was to be "More than Just a School." We have always strived to fulfill that mandate and believe that, by and large, we have succeeded!

2. Engaging Families and Community

In today's high tech world, everything is global. Nonetheless, nothing can replace one on one relationships which foster special connections.

General information about school events and activities is disseminated via email; however, individual student accomplishments and achievements are recognized by personal phone calls and/or letters. Additionally, depending upon the nature of the accomplishment, the student is recognized in a public manner with the presentation of a plaque acknowledging his achievement. Presumably, the student goes home and shares such with his parents who further reinforce his desire to continue to achieve and succeed.

Recognizing and rewarding success breeds an atmosphere of promoting even greater success. Being available to students whenever they have a concern is an important factor in addressing their needs and promoting their success. Since the inception of the school, administrators have always maintained an "open door policy," enabling students to feel comfortable to talk to anyone on the administrative team. Additionally, an emphasis is placed on encouraging students to advocate for themselves and develop this

most important life skill. After all, when the boys grow up, they have to have the confidence to ask their boss for a raise and not have to resort to calling their parents to ask for them!

In addition to the core value of promoting individual success, Rambam feels strongly about students being active members of the community at large. In order to inspire community involvement, the school has a special Volunteer Club, which provides opportunities for students to visit the elderly in nursing homes, veterans in hospitals, partner with disabled students from a local school and visit the bereaved when a family member dies. Additionally, students are encouraged to respond to items in the news where they can have an impact.

Oftentimes, the actions that they take will garner media attention which further teaches them the important lesson that being active really makes a difference. Public awareness of Rambam's activities, whether through email communications or media coverage, has helped associate the name of the school with excellence, activism and leadership. This has been helpful in terms of outreach to the community for various sponsorships of our programs. A number of people recently called us to volunteer to sponsor some of our guest speakers and our social activism. We expect this trend to continue and expand.

3. Professional Development

Rambam Mesivta's professional development approach is epitomized by collaboration and the significance of the emphasis on what is best for the students. From the moment teachers are hired, it is understood that it is not about their teaching but rather about the students learning. Administrators are in the classroom every day to observe teachers teaching. By doing so, administrators are able to observe every single teacher teach about once every two weeks. Feedback is given formally through written reviews of the class, and informally through one-on-one meetings. Everything from classroom management, to communication with parents, is discussed and developed to promote a particular teacher's strengths and enhance the overall learning of the classroom community.

At the start of the year, the school has a Professional Development Agenda that is presented to the teachers. At that point, their feedback is welcome and a discourse is created. Last year for instance, the school created a "Call of the Week" campaign. Every teacher, about 50 total, was encouraged to single out one exceptional "Student of the Week" and call his parents to share good news about his progress. The Principals would send out weekly reminders featuring pictures of famous phone calls from films or unique phones to foster an environment that is encouraging as opposed to threatening. Additionally, the Administration would often single out an exceptional "Teacher of the Week" and leave a positive handwritten note in his/her box in appreciation for their commitment. The school also has more formal staff development days. For instance, the integration of technology in the classroom was an emphasis and the school arranged for a SMARTBoard guru to come to Rambam and teach the teachers mastery of this skill. While this was not arranged through the district, as Rambam is a private school, the school often arranges for experts to speak to the faculty in an effort to promote best practices.

At the end of the January and the June semesters, the school has an awards ceremony recognizing outstanding leadership and community service for its students. It also recognizes, at these times, a "Teacher of the Semester." The message is sent to all present, faculty and students, that teachers are students as well: they have homework, need to come to class on time, and care about their growth and development. By having teachers work in tandem with the administration, by having an atmosphere that offers feedback and guidance in a non-threatening way, the students not only are improved by better teachers, but they are inspired by having teachers who exemplify the values they themselves are trying to promote.

4. School Leadership

Rambam Mesivta is fortunate to have an administrative team that is experienced, creative, caring, dedicated and committed to the same educational goals and philosophy. The Rosh Mesivta (Dean) sets the overall tone and philosophy of the school and formulates policy with Rambam's Principal and Assistant Principal. The administrative team meets daily and discusses both "big picture" items and particular details pertaining to the progress of individual students. The Dean also functions as the school's Hebrew Principal. He leads the students by example in various charitable causes and in pursuing social activism.

Years ago, when the tsunami devastated Southeast Asia, he contacted the Ambassador to Sri Lanka and together with a small yet dedicated cadre of students, organized a "Kids for Kids" program which raised thousands of dollars and enabled the student leaders to present the much appreciated check to the Ambassador. Recently, in response to the murder of American citizens in Israel he mentioned that he was donating \$500 for the orphans of those murdered. Students followed his lead and again raised thousands.

The Principal of the school implements the various policies that are the foundation of the school's mission. His role as an educator has been extremely effective because of his hands-on approach of instilling confidence in students by empowering them and enabling them to take responsibility for their decisions. Last year, as an example, when a group of students wanted to add an extra AP class which was not on the schedule, the Principal met with those students, and spoke with them about their responsibility to catch up with the missed work due to their late request. In addition to allowing the students to achieve academically with this new course, the Principal also taught the students a number of valuable lessons such as self-advocacy, thinking outside-the-box, solving logistical problems, and most importantly, personal responsibility.

Rambam's Assistant Principal has a motto, "A club for every curiosity." Students know that he is the "go to guy" for all aspects of student life. He draws out their talents in ways that they could never have imagined. In meeting with a group of boys who enjoyed singing, he helped them to put together a musical which garnered over 30,000 hits on YouTube. For boys who had a proclivity toward poetry, he organized a poetry slam competition which has become the talk of the school!

PART VII - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Jewish

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes No
3. What are the 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

2014-2015 Tuition

Grade	Amount
K	\$0
1	\$0
2	\$0
3	\$0
4	\$0
5	\$0
6	\$0
7	\$0
8	\$0
9	\$19975
10	\$19975
11	\$19975
12	\$19975

4. What is the educational cost per student? \$18512
(School budget divided by enrollment)
5. What is the average financial aid per student? \$8550
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 22%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 47%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>SAT</u>
Grade: <u>12</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>College Board</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES					
Average Score	593	587	627	637	635
Number of students tested	35	42	35	29	35
Percent of total students tested	88	93	95	100	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because the percentage of students who took the SAT's in 2014 doesn't meet the 90% requirement alone, please see ACT scores for 2014. With the ACT scores we exceed the 90% requirement.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ACT</u>
Grade: <u>12</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>ACT</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Average Score	25.2				
Number of students tested					
Percent of total students tested	25				
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: There is only one year reported for the ACT scores (2014) because the percentage of students who took the SAT's in 2014 doesn't meet the 90% requirement alone. With the ACT scores we exceed the 90% requirement.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>SAT</u>
Grade: <u>12</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>College Board</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES					
Average Score	591	549	590	628	604
Number of students tested	35	42	35	29	35
Percent of total students tested	88	93	95	100	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because the percentage of students who took the SAT's in 2014 doesn't meet the 90% requirement alone, please see ACT scores for 2014. With the ACT scores we exceed the 90% requirement.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ACT</u>
Grade: <u>12</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>ACT</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Average Score	27.4				
Number of students tested					
Percent of total students tested	25				
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: There is only one year reported for the ACT scores (2014) because the percentage of students who took the SAT's in 2014 doesn't meet the 90% requirement alone. With the ACT scores we exceed the 90% requirement.