

***U.S. Department of Education***  
***2022 National Blue Ribbon Schools Program***

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[ ] Public or [X] Non-public

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

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

Official School Name F R E E (Mazel Day School)  
(As it should appear in the official records)

School Mailing Address 60 West End Avenue  
(If address is P.O. Box, also include street address.)

City Brooklyn State NY Zip Code+4 (9 digits total) 11235-4813

County New York (NY)

Telephone (718) 368-4490 Fax (718) 228-8891

Web site/URL https://www.mazeldayschool.com E-mail cokonov@mazeldayschool.com

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Chana Okonov E-mail cokonov@mazeldayschool.com  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Independent School District Tel. \_\_\_\_\_

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson Ms. Anna Ashurov  
(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, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, leave .blank*

## **PART I – ELIGIBILITY CERTIFICATION**

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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 and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. 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.

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

## PART II - DEMOGRAPHIC DATA

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Data should be provided for current school year (2021-2022) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools. . For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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. Only include demographic data for the nominated school, not for the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)  
 Suburban  
 Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	14	12	26
K	21	17	38
1	19	17	36
2	21	18	39
3	17	21	38
4	14	22	36
5	13	23	36
6	17	19	36
7	14	20	34
8	7	3	10
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	157	172	329

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 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.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: ≤1%

If the mobility rate is above 15%, please explain:

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	1
(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, 2020	295
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. Specify each non-English language represented in the school (separate languages by commas):

Russian, Hebrew, French

English Language Learners (ELL) in the school: 34 %  
111 Total number ELL

7. Students eligible for free/reduced-priced meals: 10 %

Total number students who qualify: 33

8. Students receiving special education services 12 %

With an IEP or 504: 38 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 conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>0</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>8</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>7</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>23</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 16

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher, CTE teacher.	37
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 9:1

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

<b>Required Information</b>	2020-2021	2019-2020	2018-2019	2017-2016	2016-2017
Daily student attendance	98%	95%	96%	97%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
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. In a couple of sentences, provide the school’s mission or vision statement.

To empower our students with the tools they will need as they embark on their Life Journeys. Enriched by Judaism's values and wisdom, we cultivate within our students the ability to be good students, good friends, and good people, providing a secure foundation that prepares children to thrive in a complex and changing world.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

MDS is a non-profit community Jewish day school that does not discriminate on the basis of race, color, gender, sexual orientation, disability, national or ethnic origin in its admission process, in providing equal access to education services, activities, and programs, as well as in the administration of any educational policies, admission policies, tuition assistance policies, and employment policies.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III – SCHOOL OVERVIEW**

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MDS is a coeducational, independent school for students in preschool through grade 8 located in Brooklyn, NY. Comprising three divisions: preschool, lower school (grades K-4), and middle school (grades 5-8), MDS is a vibrant community school filled with joy, rooted in core Jewish values, and devoted to academic excellence.

In the 2021-2022 school year, 329 children from South Brooklyn's Jewish community enrolled at MDS. Most students come from Russian-speaking homes with immigrant parents from the former Soviet Union. MDS was founded in 2006 as a response to the unique needs of these families, as they transitioned from "new immigrant" life to "integrated American" life.

MDS welcomes families from a range of socio-economic backgrounds, with a spectrum of experiences and observance in Jewish tradition, creating a student population that embraces the diversity within the Jewish community. The shared bond among families is the vision to provide their children with high-quality education within a warm and nurturing environment while planting strong roots of Jewish identity and values.

MDS offers individualized attention with a low student-teacher ratio, enabling students to achieve their full potential. MDS's educational program is designed to reach and challenge every student, from the gifted and talented to those requiring academic support. The school offers tiered classes in math, Hebrew language, and Russian language, supporting each learner at their level. For students with learning needs and Individualized Education Plans (IEPs), MDS provides differentiation and additional teachers to work with students in smaller groups. Teachers implement strategies and accommodations as deemed appropriate. For students who can be challenged beyond the standard curriculum, MDS offers smaller groups in math class that work at an accelerated pace and allows students to take the Algebra 1 Regent in 8th grade. Additionally, MDS offers a STEAM enrichment program. Students who earn outstanding scores on the CoGAT and demonstrate consistent mastery of concepts and skills in the classroom participate in long-term science and engineering projects, focusing on real-world problems.

In addition, within each respective classroom, teachers offer individualized enrichment and extended learning opportunities for students who qualify based on ongoing assessments and data in specific subject areas. This individualized enrichment can include: long-term independent projects, alternative novel studies, daily advanced challenges related to mainstream classwork.

In addition to offering opportunities for all students, regardless of their level of achievement, staff members participate in weekly team meetings to discuss student progress and individualized support for each student. Furthermore, staff members participate in professional development sessions to encourage consciousness and intent in their practice.

During the COVID lockdown, teachers and students quickly and successfully transitioned to an online learning platform. The school provided daily learning over Zoom for students of all ages, continued inter-student and staff-student connection and collaboration, extracurricular programming, school spirit opportunities, and upheld academic standards in a new context. We were able to transition back to in-person learning for the 2020-21 school year, staying open successfully throughout the school year while also offering a remote learning option for those who needed it, whether for the long or short term. Families frequently commented on the care and connection they continued to feel through these changes and their astonishment at the learning that was able to be sustained.

MDS works on building up students' academic repertoire and, more importantly, their leadership abilities and emotional maturity. We envision our role as focusing not only on teaching students information but also to equip them with crucial life tools by encouraging independence to care for themselves and their environment, make responsible choices, and be creative in their unique ways.

Students are given leadership opportunities in student government and participate in weekly advisory

sessions. Public speaking and debate classes help students cultivate their voice and ability to articulate a point from different perspectives. The school guidance counselor and Dean of Students work with groups of students and individuals, helping to build up their emotional IQ. Our Middle School Advisory provides students with a weekly venue to explore relevant and meaningful adolescent issues with teachers and peers. Clubs allow middle school students to explore a talent or interest with their peers. Annual recitals enable students to showcase their talents in art, music, drama, poetry, writing, and dance. Additionally, middle school students participate in a newspaper club, which publishes a monthly newspaper.

Our curriculum is well-researched and at the cutting edge of the educational field. Using a progressive model for education, we cultivate the 4 C's of 21st-century learning: critical thinking, collaboration, communication, and creativity. Google Classroom provides students with an online learning platform to enhance communication amongst students, parents, and teachers and the opportunity to strengthen their skills as collaborative learners in the digital age while practicing digital citizenship. Ongoing professional development ensures that teachers are up to date with current best practices in education. MDS takes advantage of our location in NYC, taking students on regular field trips related to the curriculum, such as participation in workshops at the Tenement Museum, American Museum of Natural History, and more, offering our students extended learning opportunities. Additionally, the school curriculum builds proficiency in 3 languages: English, Hebrew, and Russian through our language immersion programs, offering tiered classes in Hebrew and Russian to meet the needs of every learner.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

#### **1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:**

At MDS, we believe that students learn best through a joyful and positive environment, positive relationships with teachers and peers, and innovative, engaging learning experiences.

Learning is brought alive through holistic educational experiences and multiple modalities that engage students' senses, imagination, and natural curiosity. Teachers are encouraged to guide learning rather than become its focus. Students are the center of the learning experience, which nurtures independent thinking skills that are the foundation of all future learning.

Formal and informal assessments provide students with feedback on their learning and essential data for teachers to evaluate their instructional plans, driving instruction forward. We encourage students to use reflection and self-awareness as tools for learning and growth, setting learning goals and working toward achieving them. Teachers frequently work one-on-one or with small student groups on their specific skill level. Small class sizes allow teachers to customize learning objectives for students and modify instruction to the needs of their classes.

We employ pedagogical methodologies that teach students to solve problems, think independently, and collaborate with peers to reach a common solution. Whether in person or remote, students are inspired to create and imagine new and original ideas; share ideas, questions, and experiences with confidence; take in different points of view, and respect others working or contributing.

Classrooms are designed with care so that each area contains materials that will stimulate students' learning and development. This includes integrated use of technology, such as Chromebooks and smartboards, both as tools for differentiated instruction and research and self-driven exploration.

The flexibility of MDS's resources and curriculum has allowed learning to continue throughout the COVID-19 pandemic, to accommodate both at-home learners and students learning in person at school. This was accomplished by using 1:1 Chromebooks, Zooming students into the classroom in a hybrid model, and using online textbooks. For students who did not have access to devices at home, MDS offered the opportunity to receive loaner Chromebooks to ensure accessibility and educational equity to all students.

#### **1b. Reading/English language arts curriculum content, instruction, and assessment:**

Literacy instruction at MDS focuses on developing students' skills as confident, proficient, and passionate readers, writers, and communicators. ELA lessons integrate the Teachers College Reading and Writing Workshop model and are based on the NYS Next Generation Learning Standards. Following short, targeted mini-lessons in reading and writing, teachers confer and work with every student on their individualized needs while students work independently and in groups. Through consistent and regular assessment, instruction targets each student's level, bringing up low-performing students and challenging advanced students.

As students move through the grades, they progress from focusing on alphabet and sound skills to learning to evaluate content critically and intentionally. Strategies such as wordplay, sight words, decoding skills, and understanding textual clues are used. Students work on these skills during "reading workshop" while also gaining a love of reading and an appreciation of literature. Students learn the features of books, concepts of print, decoding, and comprehension skills to help them become successful, lifelong readers. MDS's reading workshops are based on Units of Study by Lucy Calkins in the early grades and use novel studies as the basis for instruction in later grades, using a balanced literacy approach throughout. The Wilson Foundations program is used in the early grades to help students master phonics, spelling, and

handwriting skills. The middle school (grades 5-8) English language arts program further challenges students' analytical abilities and communication skills. Literature units focus on reading comprehension and thematic analysis using classic and contemporary novels, short stories, and poetry.

Using the Fountas and Pinnell leveling system, formal reading assessments are administered three times a year. Additionally, informal running records are conducted throughout the year to ensure that students' decoding and comprehension are on par with where they should be. Students also prepare book reviews, orally and in writing, about the books they read independently and as a whole class. In older grades, students use book reviews found on websites such as GoodReads, Kirkus Reviews, and Amazon to analyze how a book review is structured and the purposes and goals of different reviews. They then write their own reviews of books they read in class or independently to promote the book among their peers or dissuade others from reading it. In younger grades, book reviews are formatted as recommendations. Students who read a book they enjoy have an opportunity to recommend it to their classmates and peers either orally or in writing. Besides being a great tool for children to share their favorite books, book reviews allow teachers to assess students' comprehension, oral expression, and writing skills.

Writing instruction at MDS develops both creative and formative writing skills, structures, and content. Writing evolves through the grades, beginning with students drawing pictures to share a story. As skills and understanding develop, students learn the value of adding details, extending their writing stamina and depth of thought, transitioning from single sentences to paragraphs to complete stories and reports. At all stages, the core ideas of the writing process are utilized, using published authors as mentors, and taking pride in being authors ourselves. Grammar and vocabulary units help students polish their language skills.

Peer and educator feedback drives the editing process. Teachers continuously review students' work and informally assess their writing so that they can adjust lessons as needed and teach the skills that students need to succeed. After each unit, rubrics are used to grade writing pieces and help students see what areas they need to improve.

Middle school students are challenged to engage in research papers, opinion pieces, public speaking exercises, and debates on real-world issues.

To ensure that the needs of all learners are met, whether in person or on Zoom, teachers utilize technology such as document cameras, digital texts, and Google Apps so that all students can participate in the literacy learning process.

### **1c. Mathematics curriculum content, instruction, and assessment:**

MDS's research-based math curriculum introduces mathematical concepts using a developmentally appropriate problem-solving approach. MDS believes that the emphasis of math instruction should be on conceptual understanding and not just procedures and practice of them. Concepts and ideas are explored using concrete materials and authentic experiences. MDS uses the workshop model in math class to engage learners in inquiry and worthwhile mathematical tasks. The workshop model is an instructional practice that consists of three parts: a mini-lesson, a workshop, and a debrief. During the workshop part of the lesson, students take charge of their own learning, becoming active and engaged in their work and development of understanding. Teachers use that time to be actively engaged with students individually or with small groups, facilitating and assisting in that understanding, while also providing individualized support. Students who are engaged in the workshop model are actively learning the material and concepts they need to master throughout the year. Through real-world applications, students see the value of their learning for life.

At MDS, we believe that it is vital to establish a strong foundation for numeracy, critical thinking, and problem-solving early on. We strongly feel that it is essential to teach math skills and concepts thoroughly, rather than touch upon many topics and not master any. Skills are taught using a concrete-pictorial-abstract approach, using a variety of hands-on manipulatives as the ideas are introduced, then moving on to pictures before teaching the abstract algorithm. Unit topics are taught and discussed in a variety of ways to enable students to look at problems from different angles and creatively figure out a solution. Much of the

curriculum is explored through discussion, interactive experiences, cooperative learning, and creative problem-solving in the classroom, focusing specifically on real-world problems. These methods develop the higher-order thinking and processing skills required later in life.

The Math in Focus program by Houghton Mifflin Harcourt, based on the Common Core standards, is used as a basis for MDS's math teaching. Math in Focus, a Singapore-Math based curriculum, helps students learn the language of math. Through hands-on learning, visualization, and pictorial representations, their understanding, confidence, and love of math grow. MDS emphasizes developing numeracy skills as a foundation for future math instruction in later grades, and Math in Focus is an excellent fit for MDS's mathematical philosophy.

Because MDS places a strong emphasis on concrete experiences in math, particularly in earlier grades, each classroom is equipped with math manipulatives for students to use. To address concerns arising from the COVID-19 pandemic, teachers created individualized manipulative kits so that each student would have all the manipulatives they might need for math, ensuring accessibility for all. For those students who were learning remotely, manipulative kits were available for them to pick up from school or were shipped to their homes so that each student could equally participate in learning regardless of whether they were in person in school or remote. Additionally, virtual manipulatives were used as students moved from the concrete to the pictorial stage.

Teachers continuously assess students' understanding and mastery of concepts taught throughout the year using exit slips, quizzes, sprints and fluency assessments, and end-of-unit tests and utilize proven practices of data-driven instruction to plan and implement each aspect of the curriculum. Additionally, many grades use supplemental online programs such as Xtramath, Zearn, and Splash Math for students to hone their skills and practice concepts and facts.

MDS's math program is tiered beginning in grade 3, with advanced students being offered more challenging and accelerated work so that they finish the 8th grade curriculum in 7th grade and can take the Algebra 1 Regents course in 8th grade. Advanced and gifted students are also invited to participate in the Noetic Math and Math League contests. This offers students extended learning opportunities beyond the classroom.

#### **1d. Science curriculum content, instruction, and assessment:**

In kindergarten through seventh grade at MDS, FOSS is used as the basis of our science program. FOSS (Full Option Science System) is a research-based science curriculum for grades K-8 developed at the Lawrence Hall of Science, University of California, Berkeley, and is based on the Next Generation Science Standards.

MDS's vision for science is that children learn to think like scientists – observing, wondering about, and discovering the phenomena of the natural world. Students construct science concepts through their own investigations and analyses, using laboratory equipment, student readings, and interactive technology in a hands-on, multisensory way. Students explore questions such as “what environment might an isopod prefer?” and “what will happen if I put a tunnel into a fish tank?” Students develop explorations and experiments involving electricity, magnets, balls and ramps, weather, plants, and insects. Students exercise age-appropriate logical thinking and decision-making skills, increasing student engagement and participation.

Classes explore two out of the three main sciences in each grade of lower school (K-4): life, earth and space, or physical. Assessment in lower school is primarily formative through teacher observation and reviewing students' science notebooks, as the focus is on the hands-on, experiential and investigative nature of science, rather than on the acquisition of a list of facts and details.

In middle school, each grade from fifth through seventh spends a year focusing on either life, earth and space, or physical science. In eighth grade, students review the last three years of science in preparation for the NYS ILS exam. Students have regular formative and summative assessments via lab reports, worksheets, and unit tests. As content and lab work become increasingly complex, students gain fluency with the

scientific method in preparation for a successful transition to the rigors of high school science.

In order to adjust to the challenges of the COVID-19 pandemic, individual equipment kits were created for every student. Whether a student was in person or remote, he or she was able to participate in the hands-on activities and learn through experience. Additionally, demonstrations and virtual labs supplemented the curriculum so as to round out science instruction.

**1e. Social studies/history/civic learning curriculum content, instruction, and assessment:**

MDS's social studies curriculum is developed around thematic explorations. Students explore essential questions about how societies develop and how they relate to the society in which they live. Map and globe skills are incorporated throughout, helping children understand the world we live in. In kindergarten, students begin exploring their immediate surroundings in school and the neighborhood. They then learn about their city. In first grade, they build on this by exploring the boroughs of NYC, ways to travel around and between them, and other unique neighborhoods found throughout the boroughs. In second grade, students learn about the past of NYC, beginning from Native American and colonial times and moving on to industrialization and immigration. Once students have a clear understanding of their city's past and present, they begin to explore cultures and countries around the world, as well as the geography and history of the entire NYS in the third and fourth grades.

In middle school, social studies prepares students for global citizenship. Students study units that revolve around essential questions and themes about governments and societies throughout history. Students explore world history from Ancient Civilizations to the history and civics of the United States. Students explore questions such as: Why do people need government? What is unique about the Bill of Rights? Why did human rights movements develop throughout history to fight for the protection of citizens? What position does the US take now regarding terror throughout the world? Students are challenged to examine the past to understand the present better and imagine the possibilities that can shape society's future. To truly understand history, students are expected to think deeply about social studies topics and periods of history through role-playing and re-enactments, examination of primary sources, debates, and long-term research assignments. In addition, students round out their learning with the study of current events and geography.

**1f. For secondary schools:**

**1g. For schools that offer preschool for three- and/or four-year old students:**

At MDS's Preschool Division, our curriculum aims to expose children to a wide range of experiences that will give them the tools to develop language, creativity, and independent thinking skills. Our fully-developed program includes arts and crafts, field trips, sensory activities, exercise, baking, block play, imaginative play, and many hands-on activities. Our academic program teaches early math concepts, reading and literacy skills, as well as essential problem-solving and thinking skills that will prepare them for kindergarten and beyond. Students learn to recognize numerals and their corresponding amounts, laying the foundation for numeracy skills needed in kindergarten. Students learn about rhyming words, clap out syllables, orally manipulate beginning, medial, and ending sounds, and are exposed to the names and shapes of the alphabet as a preparation for the decoding work done in kindergarten.

Since we believe that all children develop at an individual pace, particularly at this age, we incorporate individualized lessons with teachers working one-on-one or in small groups, as we carefully monitor every child's progress. Throughout the year, teachers perform informal assessments to see where children's strengths and weaknesses lie. These assessments and general observations are discussed with the educational director, and individualized learning goals are planned.

Different themes relating to the children's world are explored throughout the year. This creates a setting for new learning experiences, emergent language, and discovery. Teachers use every modality available to engage the children's learning and exploration. Teachers select a big idea for each thematic unit – or a life

message – related to the children's social and emotional development. This big idea provides a focus for the unit's exploration and enables the children to bring the learning into their everyday lives.

Teachers work to facilitate a learning process that will emerge from the children's interests. This generates the process of asking questions, thinking about what is before them, and formulating ideas about what they see and experience.

## **2. Other Curriculum Areas:**

MDS offers courses in various enrichment subjects so that children receive a well-rounded education that enriches their cultural and creative appreciation.

Learning a second language has many benefits, including increased memory, the ability to multitask, and better cognitive ability. MDS is proud to offer classes in two foreign languages: Russian and Hebrew.

In Russian language classes, students learn the Cyrillic alphabet and communicate in Russian. They practice traditional writing exercises, read Russian stories and literature, and learn traditional Russian songs and poems.

In Hebrew language class, textbooks are supplemented with music, games, and visual aids. Students gradually build their Hebrew literacy, building new ideas and concepts atop an expanding foundation of knowledge. In lower school, teachers focus on making Hebrew study relevant to the children's everyday lives. Middle school students build their oral and written Modern Hebrew comprehension in leveled language tracks while gaining verbal and written expression fluency. Students build vocabulary aligned with real-world themes through interactive units focused on Israeli life, culture, and history. Fundamentals of Hebrew grammar are incorporated throughout each year's course.

The children enjoy physical education lessons two days a week. Students practice activities essential to developing motor skills and enhancing reflexes. Hand-eye coordination is improved, as well as good body movements, which helps in the development of a healthy body posture. These classes enable the children to release energy and see exercise and physical activity as a fun and enjoyable part of their day.

In visual arts class, students explore various mediums, including clay to mixed media sculpture, drawing, painting, printmaking, and collage. Students learn to combine technique, imagination, and personal expression in their work. They gain confidence in expressing their ideas while learning to offer positive, constructive feedback to each other. The means for self-expression and reflection through their artwork provide important opportunities for social-emotional expression and acceptance. Students are also introduced to art history, discussing works of art, using elements of art and principles of design to evaluate the choices that classical and modern artists have made so that they, in turn, can make conscious decisions regarding their own creative expression.

In music class, lower school children have opportunities for musical development and appreciation while also gaining knowledge of basic music theory. Children learn a variety of musical genres and folk songs with trained performing musicians. Middle schoolers are offered the opportunity to join the school band, building school pride and spirit while strengthening their skill and creative abilities.

Throughout their middle school years (grades 5-8), students learn computer literacy, digital citizenship, and Google Apps, including Google Docs, Sheets, and Slides. These skills help them prepare polished presentations in all of their other subjects. In addition, students study coding using Scratch, developed by MIT Media Lab, and additional platforms on Khan Academy.

Club Electives provide middle school students with the opportunity to select a class of interest each term. Classes offered range from Martial Arts and Yoga to Food Art, Chess, and Robotics and vary from year to year. These experiences enable students to find new passions and skills, building their confidence and resilience within healthy and creative outlets and offers unique programs for extended learning opportunities.

### **3. Academic Supports**

#### **3a. Students performing below grade level:**

MDS offers a range of interventions and supports to help students performing below grade level, enabling students to reach their potential. Small class sizes allow teachers to customize learning objectives for individual students and modify instruction to the needs of their classes. Teachers regularly work one-on-one or with small groups of students on their specific skill level. This enables low-performing students to work at their pace and with their abilities, ensuring accessibility to all students and equity for all.

If a child is struggling in a particular subject area or more than one, the teacher will discuss it with her principal and curriculum coordinator, who will work together to create an individualized plan with specific goals for that student. The team will work to prioritize what the child needs to master in order for that child to succeed with the grade-level standards. Additionally, the student services director will meet with the teacher to recommend modifications and accommodations that can be implemented as necessary. For example, a struggling student may be required only to write one page instead of a three-page report. A child who is having a hard time with writing, in general, may be allowed to provide answers orally, and a child struggling with reading may instead listen to an audiobook so that she can still participate in the discussion and analysis of the book.

Low-performing students may be paired with a partner who will collaborate to complete a learning task. For example, a child who has difficulty following written instructions may be paired with another child for a science experiment. The second child will set up the experiment, and both will analyze and discuss the results.

Low-performing students are carefully monitored once a plan and accommodations are in place. If a student is still struggling even after modifications, the child may be referred for additional support services provided by the Department of Education.

#### **3b. Students performing above grade level:**

To meet the needs of students performing above grade level, MDS offers tracked mathematics classes beginning in third grade. Students in the advanced class cover more material each year to finish the 8th grade curriculum by the end of 7th and study Algebra I Regents material in grade 8. Students in advanced math classes also participate in National Math competitions such as Math League and Noetic Learning Math Contest.

Language classes in Hebrew and Russian are also tiered, offering advanced students the opportunity to move further along in their language studies and possibly even participate in language competitions.

In addition, within each respective classroom, teachers offer individual enrichment for students who qualify based on ongoing assessments and data in specific subject areas. This individualized enrichment can include: long-term independent projects, alternative novel studies, daily advanced challenges related to mainstream classwork.

Students who fit a defined set of criteria may also be nominated for MDS's well developed academic enrichment program. This program provides additional challenges for students who demonstrate a need for opportunities to further exercise their critical thinking and problem-solving skills beyond the rich opportunities provided in their classrooms daily. Students who participate in the program go through a rigorous selection process.

Firstly, students must demonstrate strong, consistent academic merit in all subject areas and strong character receive a nomination for consideration from their teacher. Then report cards are reviewed to gather more information about the student, and nominated students are invited to take the Cognitive Abilities Test (CogAT). This timed test assesses verbal, quantitative, and non-verbal skills. Students must score in the 95th percentile to be considered. Once in the program, students are required to continue doing well in all subject

areas and make up any missed classwork.

Students who qualify for program participation receive one hour of enrichment per week from our teacher of the Gifted and Talented. Topics covered are STEAM-based and not a part of the core school curriculum. Students may also go on specialized field trips or participate in additional engineering, math, or science programs.

### **3c. Special education:**

MDS's curricular program is designed to reach and challenge every student, from the low-performing student to the gifted and talented. For students with learning needs and Individualized Education Plans (IEP's), MDS offers support by providing additional teachers to work with smaller groups as well as differentiation in the classroom. MDS's student services coordinator works closely with classroom teachers and outside providers to ensure that each student can learn based on his/her learning style, needs, and abilities. The coordinator meets regularly with providers to discuss each student's progress and needs and collaborate to create a plan that would work in the school.

Differentiation is provided in the classroom by changing the content as needed, changing the process and the method it is taught in, allowing students to show mastery or evidence of learning in a variety of modalities as well as by modifying the learning environment itself so that it is conducive to all types of learners. Teachers are encouraged and trained to use multi-sensory visual, auditory, kinesthetic, and tactile methods of delivery of instruction so that they can reach every student.

Special education teachers work hand in hand with the classroom teachers to help each reach their goals mandated in their IEP. Other providers, such as speech therapists, occupational therapists, and school counselors, work with students as needed and communicate with all educators involved with the child so that the child can reach his goals. For a child that has trouble taking a written assessment, evidence of mastery is expressed in alternative ways such as oral tests or drawings instead of written reports. Because the goal of MDS is to help every student reach his/her potential, regardless of their ability in the classroom, team teachers will often meet to discuss each student and ensure that all are working towards common goals.

### **3d. English Language Learners, if a special program or intervention is offered:**

MDS does not assess any of its students using the New York State English as a Second Language Achievement Test (NYSESLAT). However, most of the students come from Russian-speaking homes with immigrant parents from the former Soviet Union. Though they may have been born in the USA, the home language of many of these students, especially prior to attending school for kindergarten, is typically Russian. For this reason, many of MDS's students are essentially ELL (English Language Learners).

In order to address the needs of these students and enable them to become bilingual, specific focus is given to building English Language skills for them. The most critical factor in ensuring the success of ELL students is to cultivate positive relationships. Small class sizes at MDS ensure that the classroom is one in which students feel known, appreciated, and comfortable taking emotional and intellectual risks.

Because phonological awareness in the native language predicts successful literacy acquisition in both languages, MDS provides Russian language classes to all students beginning in kindergarten to help them achieve literacy proficiency in their native language, thus easing the way to literacy and language acquisition and proficiency in English.

Students are paired with a "buddy" who speaks the same home language to provide support during both non-academic and academic parts of the school day.

Additionally, teachers provide instruction using multiple modalities and many visual clues. Teachers, particularly of the younger grades, are encouraged to speak slowly and enunciate words clearly so that students can master the language. They use motions, pictures, and technology in communication and instruction with students who do not yet speak English. Teachers are trained in language development in

professional development and coaching sessions to ensure that they meet the needs of their English language learners.

**3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:**

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

The school day at MDS is planned to offer each student a challenging, well-supported, and nurturing learning experience. Students are encouraged to ask questions, entertain viewpoints different from their own, develop their powers of observation and analysis, and think for themselves. At MDS, the process of learning is valued, not only the product. As a result, MDS students genuinely love to learn! Learning experiences are exciting, concrete, meaningful, and REAL. Teachers use various methods to bring the subject matter alive, including field trips, projects, experiments, arts and crafts, thoughtful discussions, songs, and text analysis. Our goal is for children to learn and take joy in the process, enhancing their confidence and motivation to tackle new material. Students emerge as confident individuals, ready to meet the challenges of high school.

Collaboration and communication among students, working together to think creatively and solve problems are critical objectives of the learning experience. There are defined learning goals and benchmarks, based on common core and national standards, but the pacing or learning modalities are flexible based on students' needs. The teacher is the facilitator of learning rather than the lecturer.

Most importantly, we focus on developing the whole child – mind, heart, and spirit. At MDS, the emphasis is not only on academic performance. Our teachers nurture each child's character, sense of self, social skills, refined manners, and disciplined behavior.

Career month is particularly meaningful for students as they use the opportunity to hear from professionals in different fields (parent volunteers) and use the speakers as a catalyst to begin discussions as to which careers might stem from their strengths and interests and what would be required in order to enter these careers successfully. After having heard from the speakers in various fields, teachers hold workshops in which students explore the fields that hold interest for them, and start vision boards of what these fields entail and can possibly include.

One unique practice that encourages student engagement in middle school is Student-Teacher conferences held at the end of each academic trimester. Teachers meet with each student for a 5-minute one-on-one conference providing feedback and setting goals for the coming trimester. The experience encourages students to take ownership of their learning process and academic SMART goals/achievements.

Even for students who participated remotely during the past school year, there was a strong focus on student engagement. Students were required to come to Zoom class prepared with a school uniform and their cameras on. Teachers and support staff regularly checked in with remote students to ensure they felt part of the class. MDS prioritized resources as much as possible to safely provide in-person classes, as per CDC guidance, to ensure maximum student engagement.

### **2. Engaging Families and Community:**

At MDS, we believe that a close partnership between teachers and parents is critical in achieving our educational mission and directly impacts our students' success.

Teachers use Class Dojo or WhatsApp platforms to share curricular and other classroom information with parents, post pictures of learning activities, event reminders (trips, publishing parties, project due dates, holidays, etc.), and other relevant information.

Student report cards are issued three times a year, at the end of each trimester. Parents then meet with their children's teachers to discuss their child's progress and set goals for the coming trimester during evening conferences held once per term.

Parents participate in Career Day events in which they share information about their profession and areas of

expertise. Leaders from the community in a variety of fields and professions are invited to speak with Middle School classes about their careers and leadership experiences.

The Mazel Parents Association (MPA) serves as a primary avenue to grow a sense of community among MDS families and enrich our students' school experiences through parental involvement and engaging events throughout the school year. Each class has a designated MPA Class Leader who organizes opportunities to bond as a community and leads special class initiatives and projects. The school maintains a Parent Network page on Facebook for parents to communicate and stay updated on important school issues and events. The group is closed to the public and is an exclusive space for MDSparents only.

In addition to the Parents Association, parents serve on the Board of Trustees and division-level Parent Ambassador committees.

Parent surveys are issued annually. The survey results are analyzed and used to self-evaluate what the school is doing well and what needs to be improved. This is viewed in combination with other tools for self-evaluation - from student assessment scores to administrative evaluations/observations, necessary adjustments made each year.

A curriculum night for each class is scheduled each fall. At this event, teachers present an overview of their curricular goals for the year, their approach to behavior management, and more. This helps parents know what to expect and how to support their child's development and the teacher's work at home. In addition to Curriculum Night, there are informative parent education evenings on various topics related to children's development and education throughout the year.

The school participates in various community-wide initiatives with the United Jewish Appeal (UJA), Council of Jewish Emigre Community Organizations (COJECO), and local synagogues. Students also participate in various community service projects such as annual visits to a community soup kitchen, a toy drive for a non-profit that supports sick children, and visits to local senior centers.

### **3. Creating Professional Culture:**

MDS teachers are the heart of the school. MDS carefully selects enthusiastic and dedicated educators who have a solid grasp of students' educational and developmental needs. Moving up to middle school, our faculty brings passion, experience, and expertise to the departmentalized classrooms, providing engaging instruction in their content area.

Each teacher is supported by their division principal and their department curriculum coordinator. A collegial environment is strongly encouraged so that teachers know that they can count on their colleagues for advice and insight when facing challenges. Teachers are made to feel valued through ongoing initiatives such as gift-giving before holidays, special breakfasts/lunches, and other tokens given by the administration and the parent community. Even when unable to gather in person for in-person celebrations, staff get-togethers happened on Zoom, and thank you videos from the students were recorded and shared.

Beyond the classroom, our teachers actively pursue professional growth opportunities to stay current and attuned to the best methodologies of the educational field. Teachers attend in-service the week before school begins and during two days of the school year. Different themes or educational best practices become the focus of these annual in-services, depending on the school-wide objectives of the year. Some themes that we have explored have included: assessment and differentiation, data-driven instruction, social-emotional learning, universal design for learning, 21st-century learning skills. These in-services are followed up with discussions during team-level meetings. In addition, teachers are sent to professional development opportunities outside of school for workshops or school site-visit observations for at least two days per academic year. To help teachers adapt to the needs of remote learning, training in how to use various technologies and apps was implemented in March 2020 and at the start of the 2020-2021 school year.

Teachers work with their principal to set individual professional SMART goals. Principals help monitor progress through periodic unscheduled and scheduled observations. Each staff member is informed of the NBRS 2022

evaluation criteria in advance and given an opportunity to complete a self-evaluation and set future goals.

Weekly one-on-one meetings are scheduled with a supervising principal and curriculum coordinator. In addition, over the course of the month, teachers regularly meet with their classroom team (co-teachers, assistants) and with colleagues from the same division.

In addition, teachers have the opportunity to work with specialists such as early childhood developmental specialists in preschool, math and/or ELA instructional coaches in elementary school, and others., to regularly hone their classroom practice.

The impact of these supports has been meaningful and focused, as they directly respond to the needs of the students and faculty in improving school-wide academic outcomes.

#### **4. School Leadership:**

The approach to school leadership employed at MDS is a collaborative model which sets high standards for professionalism and performance while building a shared vision where all members have a voice and opportunity to provide input. MDS believes schools operate most effectively with a team approach, where there is buy-in from all members, all members are empowered to act as needed and where an educational vision that is innovative and child-centered inspires the daily work of the school.

MDS is governed by a Board of Trustees that includes committed individuals who volunteer their time and resources to help the school achieve its vision. The board's responsibilities include strategic planning, development, and financial oversight.

Structurally, a Head of School and Executive Director oversee the school as a whole. Each division has its own educational leader. The early childhood director is responsible for matters related to the preschool (including PreK). The lower school principal is responsible for grades K-4. The middle school principal is responsible for grades 5-8. An operations director, admissions director, and financial secretary are responsible for their respective departments.

In addition, there is a general studies curriculum coordinator, a Judaics / Hebrew curriculum coordinator, and a director of student services. These, along with the Head of School and principals, comprise the school's educational leadership team. The team meets monthly to reflect on leadership practice, school-wide matters and discuss how to support student achievement. The leadership team participates in shared reading of educational and leadership books. Educational leadership issues are explored as a team, such as engaging in difficult conversations, finding joy in daily work, and supporting faculty through change.

In addition, when policy-related issues arise, additional meetings are held, particularly over the summer, to review data, research best practices, and evaluate if policies implemented are effective or need modification.

Teachers are frequently given opportunities for leadership roles and initiatives. Examples include participating in admissions assessments, school events planning, and peer-teacher mentoring.

Each summer, the school curriculum is re-evaluated and updated in targeted subject areas/grade levels for the new year, based on goals identified over the previous school year. These goals are set based on teacher feedback and student assessment results.

As schooling has changed over the past two years with new complex arrangements, stresses, and needs, the school leadership constantly looks for new ways to support teachers to be best able to meet student needs. Weekly check-in surveys are sent to all staff so that leadership can keep open lines of communication and a true understanding of where their support is needed. Collaboration is strongly encouraged, so that everyone can feel supported and valued.

#### **5. Culturally Responsive Teaching and Learning:**

Schools are responsible for teaching students how to synthesize cultural differences into their knowledge base to enable students' personal and professional success in a diverse world. A culturally responsive curriculum helps students from a minority ethnic/racial background develop a sense of identity as individuals and proudly identify with their particular cultural group. Teachers can play a particularly meaningful role in helping these students succeed by establishing culturally responsive classrooms.

Cultural awareness and equity are of utmost importance to us at MDS. Our students, coming from a background where either they or their parents have experienced the effects of discrimination based on their identities as Jews in the former USSR and even here in America, are taught to explore their individual cultures with pride and accept the culture of others in turn. Students in lower grades explore different cultures as part of their social studies classes. In kindergarten and first grade, students explore the cultures and neighborhoods of NYC as they pursue an understanding of what makes their city so unique and diverse. In second grade, students explore past cultures of Native Americans and other time periods and learn how each one has created a lasting impact on our society today. Third-graders spend the whole year exploring different cultures such as Peru, Nigeria, and China and how they compare and contrast to their own lives.

Additionally, our eighth-grade students take part in a year-long project called "The Family Project," in which they research their family's background, voyage to America, family traditions, cultural practices, and so on. Students share their families with the other members of their class, celebrating the unique backgrounds of their classmates and what it means to be a member of our community, engaging with each other in a culturally responsive environment that fosters acceptance and strong social emotional support. As children of immigrant parents, students are assigned special projects that may ask them to interview parents or grandparents about the immigrant experience, why they moved to this country, and what traditions and language they have held on to.

To ensure classrooms are a haven for all students, teachers have undergone training sessions to address current events topics with sensitivity and inclusivity. Teachers are trained to address events from a place of neutrality, showing that all opinions are welcome as part of our classroom community when they do so from a respectful, kind, and inviting place. In addition, at the beginning of each school year, teachers are given the training to better understand the unique cultural needs of the school's parent body, including expectations of their children, disciplinary approach, communication styles, and family traditions.

Even when discussing historical events such as the Holocaust, students are shown how attitudes among citizens allowed for such atrocities to occur and how similar attitudes have led to other horrific results in other genocides throughout the world. Learning from these historical events can inspire our students to be more thoughtful in their own biases and prejudices of those different from them. Our focus remains on creating a world of acceptance and upstanding for others.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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At MDS, we believe that ‘Midot’ (character) education, focusing on positive social interactions, self-control, and self-regulation, supersedes all learning. Students’ academic success is dependent on school being a supportive, safe, and happy environment -- where personal growth, grit, and compassion are core values. To this end, social-emotional education is continuously reinforced throughout the day —during classes, mealtimes, and recess.

First, children take a “Mindful Moment of Quiet” during morning announcements. This silent minute provides students with an opportunity to pause, relax and prepare their minds for the day ahead with positive thoughts. Research shows that this practice enhances students’ self-image and has a powerful, positive effect on the child’s schoolwork and life outside the classroom, centering the day around social and emotional wellbeing.

In addition, we incorporate explicit instruction about character education into our curriculum. In lower school, teachers focus on a specific positive character trait every week using books, songs, stories, role-playing, and more. These include, among others: gratitude, respectfulness, kindness, honesty, peacefulness. Parents are encouraged to reinforce this particular trait at home and send notes back to school with anecdotes of how their child demonstrated this quality in a home setting. Lower school teachers use the Second Step curriculum as a springboard to explore positive social skills and strategies, empowering young students to navigate their emotions and various social situations. Among others, they learn how to effectively communicate their needs to the adults and peers in their lives, see the many different perspectives in a given situation, and calm down when feeling strong emotions.

Character and pro-social education continue to be a priority at the critical middle school stage as children formulate their personalities and self-identity. Open discussions become a greater focus as students explore and confront more complex social, emotional, and moral issues than ever. During weekly advisory, advisors and middle school students meet to engage in activities that generate dialogue around typical adolescent challenges. By dividing students into small groups by age and gender, students can connect in a more meaningful way with peers and advisors. Advisory helps students learn to seek counsel from an adult with whom they connect.

We introduce the fundamental value of acts of kindness from a young age, integrating various community service projects into the school experience. Students are encouraged to give charity daily and decide how to distribute the funds. Over the year, students visit senior centers and collect food and clothing for families in need, cultivating their leadership skills and sense of responsibility for their community and world, thus finding their inner voice and strengthening their confidence and core values. At MDS, students begin a lifelong commitment to caring for others. As Albert Einstein shared, “The aim (of education) must be the training of independently acting and thinking individuals who, however, can see in the service to the community their highest life achievement.”

## PART VII - NON-PUBLIC SCHOOL INFORMATION

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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 X      No
3. What is the educational cost per student?      \$16500  
(School budget divided by enrollment)
4. What is the average financial aid per student?      \$4045
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      12%
6. What percentage of the student body receives scholarship assistance, including tuition reduction?      48%

## PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

### FOR NORM-REFERENCED TESTS

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*Non-public schools must report norm-referenced test (NRT) results in reading and mathematics for students tested in grades 3 and higher in the most recent administration of the test within the most recently completed school year (2019-2020)<sup>1</sup>. Each school must obtain grade level summary reports from the test publisher for students tested in reading and mathematics for each of these grades.*

These reports must include:

1. the number of students tested;
2. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for all students in each tested grade; and**
3. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for each sufficiently large subgroup<sup>2</sup> in each tested grade.**

Please make notations on these reports to explain results that represent fewer than 95 percent of the students enrolled at the time of testing (e.g., the number of students who took alternative assessments<sup>3</sup>).

A copy of these reports (in a PDF file) must be uploaded through the National Blue Ribbons Schools Portal.

Also, one hard copy of these reports must be submitted by mail to CAPE with two hard copies of this application.

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<sup>1</sup> Because of school closings due to COVID-19, schools may use test results obtained in the fall or spring of 2019 or the fall of 2020.

<sup>2</sup> Possible subgroups are those identified in Items 4, 6, 7, and 8 in Part II of this application (racial/ethnic groups, ELL students, students eligible for free or reduced meals, and students receiving special education services). A sufficiently large subgroup is one that represents at least 10 percent of the school enrollment as reported in these items.

<sup>3</sup> Alternate assessments are used to evaluate the performance of students who are unable to participate in a school's norm-referenced test (NRT) even with accommodations. These assessments are based on the grade-level content covered by the NRT, but at reduced depth, breadth, and complexity. (adapted from National Center on Educational Outcomes)