



THE HEBREW DAY SCHOOL OF ANN ARBOR

Annual Report 2009-2010



FROM THE HEAD OF SCHOOL

Dear Friends,

During the academic year of 2009-2010, HDS invested in strategic initiatives for academics, technology, and recruitment. Computers in the computer lab were replaced, and the still-functioning older computers were moved to the classrooms, thus doubling the number of computers used in instruction. The newly installed SMART Board was used regularly by both students and teachers for project presentations and instruction. New leveled-reading materials were purchased for grades K-2, new science textbooks were purchased for 3rd-5th grades, and teachers began a study process with an outside consultant on excellence in math instruction. The Gan (kindergarten) was renovated from floor to ceiling based on research that relates optimal learning to space, color, and design.

The school scored, once again, in the 99th percentile on standardized tests in all tested categories for both language arts and math. Capitalizing on Ann Arbor as a living laboratory, academics were enriched with field trips to the Natural History Museum, Detroit Science Center, En-House Environmental Center, Materials Recovery Facility, Matthaei Botanical Gardens, the Farmers Market, Hudson Mills Metropark, Argus Planetarium, and the Ann Arbor Symphony Orchestra Youth Concert.

Students participated in lunch-time and after-school *chugim* (clubs) for Israeli dance, juggling, technology, Klez Kids band performance, Lunch Bunch social skills, and publishing the HDS Times. This year we added clubs for the national programs Geo Bee and Math Olympiad. One student won a Silver Medal in math.

Value education and community service continued to be an important part of the HDS experience. Through monthly themes and the Giborei Hachodesh Jewish Hero program, students talked about such values as friendship, *Tikkun Olam*, honesty, conservation, humor, taking initiative, justice, and fairness. They collected hero trading cards and heard stories about historical figures whose lives exemplify these values - "heroes" such as Ruth and Naomi, Ruth Messenger, Alfred Dreyfus and Emile Zola, Hank Greenberg, Shai Agassi, Marceau Marcel, Ben Gurion, Rose Schneiderman, Teddy Kollek, and Louis Brandeis. Students visited Glacier Hills Retirement Center (on Purim) and Mott Hospital to deliver donated stuffed animals and blankets made by the students when studying the prayer "heal the sick." Klez Kids performed for seniors, and the 4th grade recorder class joined an adult recorder ensemble called *Inglis*. Student Council raised money to buy food for Food Gatherers and new Purim games. Second graders initiated a bake sale to save wildlife, and the school sponsored a drive to raise money for Haiti.

The Tefillah curriculum was revamped to focus more in depth on the meaning of the prayers. A Torah service was added on Thursday mornings with third, fourth, and fifth graders reading from the Torah.



FROM THE HEAD OF SCHOOL

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This year, teachers adopted seven professional standards of excellence which guide teacher observation and professional development. Teachers and staff attended conferences on computer literacy, creating fluent readers, bully-proofing, and financial accounting for non-profits. They attended Tal Am curriculum training institutes, the Michigan kindergarten conference, and a conference for computer educators. Two teachers participated in the year-long Melton course. The school launched a new RTI (Response to Intervention) program - a model for monitoring and serving all students with unique needs. Results of a school-wide parent survey showed that 93% of the respondents were either very satisfied (56%) or satisfied (37%) with the educational experience.

The children of HDS alumni are now students at the school. Priya (daughter of Ilana Blumberg) completed her Gan year at HDS. Eli (son of Carrie Fried Thorpe) completed his second year at HDS, and Matan (son of Mira Sussman), is enrolled in the 2010-2011 academic year. On the theme of cherishing our families and our heritage, HDS held its fourth annual Grandparents' and Grandfriends' day and sponsored the Book Fair event featuring the new Jewish American Girl series about the immigrant girl named Rebecca.

HDS made great strides in the area of financial development. In addition to launching its 36th anniversary campaign, the school received grants from the following sources: W.K. Kellogg Foundation for marketing and recruitment; Non-profit Financial Fund (NFF) to analyze our financial status; Independent School Management, Inc. (ISM) to upgrade our personnel handbook; ADD Foundation to continue an advanced Hebrew program; Legacy Heritage Foundation Limited for a SMART Board; Avi Chai Foundation to support attendance at Tal Am training institutes; and continuation of Benard L. Mass funding for Hebrew resource and music education.

Despite the economy, opportunities and accomplishments abound. HDS thanks its teachers, staff, parents, students, Board, and members of the larger community for being superb partners in another year of achievements. Together we go forward in strength.

Dina

09-10 MEMBERS, BOARD OF TRUSTEES

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The Hebrew Day School of Ann Arbor is a beneficiary of the



WHAT OUR FAMILIES SAY

The help and personal attention Michael had at HDS made him able to get an exceptionally high score in the MEAP in 6th grade, even in English, after only one year of being in the United States.

— Luba Frank and Boris Bondin
Countries of Origin: Russia, Latvia, Israel

The standard of education is very high and the children are nurtured, not only academically, but also emotionally.

— Michael and Donnalee Farquharson
Country of Origin: Jamaica

The school is the perfect size: big enough that Max has plenty of social stimulation and opportunities like the band, the string ensemble, and chess club, but small enough that it's still a tight-knit community that truly knows and adores him.

— Rich and Myra Klarman
Country of Origin: United States

The first day I walked into HDS, I felt that this was the place I wanted for my children, not only because of the religion, but also because of the warm sense of community that you can breathe.

— Ricardo and Andreina Seir
Country of Origin: Venezuela

With an HDS education, Brayan understands Jewish thought and text as a rich resource for many Jews from a variety of backgrounds.

— Debbie Zivan
Countries of Origin: United States, Guatemala





TEACHING THE 21ST CENTURY STUDENT

Today's students have been called different names: Net-Generation, Generation Y, Digital-natives, Millennial Students, or simply the 21st Century Learner. Educators debate how best to prepare these students for our ever-changing world. Most agree that skills such as reading, writing, and math computation remain essential. In addition, critical thinking and problem-solving skills continue to be at the foundation of human progress.

Yet, while the skills remain the same, the method of teaching is different. Today's students are being taught to take responsibility for their own learning. The emphasis is less on "teaching," and more on "learning experiences" chosen by students themselves and based on their unique interests. The center of control moves from the teacher to the student, and students create educational products that are real-world and relevant. Equally important for the 21st century learner is the opportunity to collaborate and problem solve with peers. For today's student, technology is like paper and pencil. It is merely a tool used in the learning experience.

At HDS, students in the upper grades follow their own learning path by working on a project of their choosing over a 6-week period. They ask questions about the topic, choose activities that help them answer the questions, and present their findings to their peers. Examples of projects include building a telegraph, demonstrating electrolysis, researching the effects of the Beatles on culture and music,

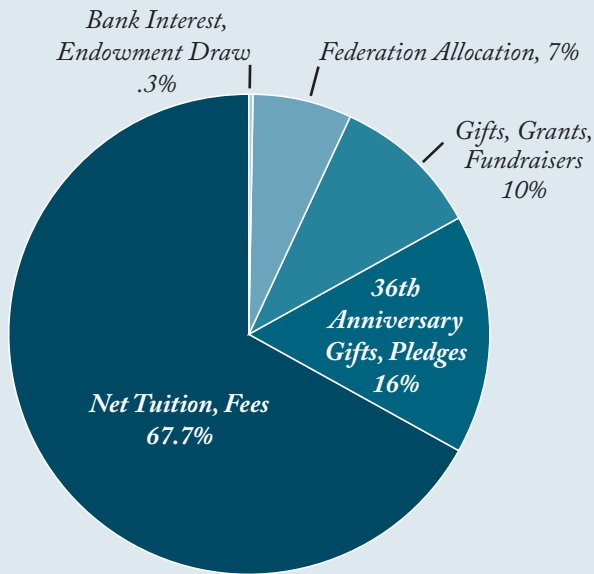
writing Civil War historical fiction, and studying cloning and how it sparked great debates. "Curricular objectives are met," says teacher Carol Gannon, "but in a different manner. Topics often integrate several subject areas (math, science, and literacy). The assessment is less about knowledge, and more about process and performance. Ninety percent of the students go way beyond what we expect of them."

Classes as a whole also experience project-based learning. Kindergartners create their own letter patterns (AB, ABC), and test the sounds of those patterns using the music software GarageBand. First graders publish a computer-generated class newsletter. Second graders write and record rap songs about the holiday of Sukkot. Third graders create computer-generated timelines for state reports. Fourth graders research weather patterns around the world, and many build weather instruments. Fifth graders produce commercials on how to stay healthy.

Says Liana Dunietz, student administrator of her class wikispace, "I gave my classmates some choices on what to post; many chose to post original poems about the winter. It's fun being in charge, but I do feel responsible."

"We have been ahead of ourselves," says Gannon. "The educational world is finally talking about what we have been doing at HDS."

INCOME 09-10



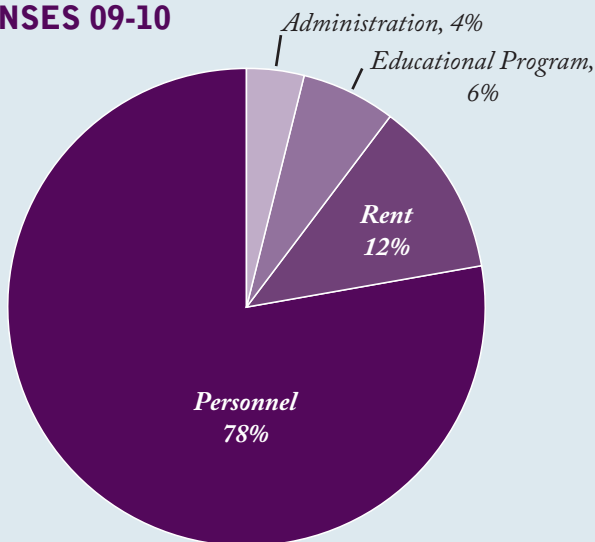
Net Tuition, Fees	\$986,264.13
36th Anniversary Gifts, Pledges	238,444.00
Gifts, Grants, Fundraisers	148,900.00
Federation Allocation	98,888.00 *
Bank Interest, Endowment Draw	5,146.94
Total	\$1,477,643.07 **

* Reflects cash received in 09-10; pledge received and reflected in 08-09 Profit & Loss statement.

** Difference between revenue and expense reflects 36th anniversary campaign multi-year pledges recorded in 09-10.

Additional: Endowment Gain \$24,950.48

EXPENSES 09-10



Personnel (includes admin)	\$893,981.57
Rent	139,889.30
Educational Program	72,211.96
Administration	46,736.37
Total	\$1,152,819.20

09-10 STATISTICS

Enrollment: 87

26% of students receive scholarship assistance

AFFILIATION OF STUDENTS:

Conservative – 46%

Reform – 20%

Orthodox – 14%

Unaffiliated American – 12%

Unaffiliated Israeli – 7%

Reconstructionist/Renewal- 1%



SUPPORT HDS when shopping for groceries, clothing, books, entertainment, gift certificates, and more. Support HDS when you eat out, go on vacation, or stay in a hotel. A percentage of your purchases will be donated to the school; you will not incur an extra charge.

To sign up, go to www.shopwithscrip.com. Use the HDS code C83B38376169.

If you need assistance or additional information, contact Laurie Greenberg at laurieremer@yahoo.com.

MAINTAINING POSITIVE STUDENT BEHAVIOR

HDS continues its mission of providing a nurturing environment in which children build social skills. This year, HDS teachers received training and certification from the Washtenaw Intermediate School District (WISD) in methods to maintain a positive atmosphere in the classroom and on the playground. The focus was on using both nonverbal and verbal communication to prevent and diffuse student conflict.

The HDS approach to creating an emotionally and physically safe environment includes:

- Empowering students to be responsible for their own behavior.
- Empowering students to respond appropriately when their feelings are hurt.
- Helping children practice positive behavior and problem solving during authentic situations.
- Partnering with parents such that the home supports the school and the school supports the home.

At HDS, students write their own code of conduct and follow a problem-solving process when the code is breached. Teachers and a playground supervisor intervene as needed to help students resolve conflicts. The school's consulting psychologist leads role-play activities for the students addressing social skills, teasing, and self-image. Curricular materials, library books, story-telling, and student dramatic presentations focus on interpersonal values, most often from a Jewish perspective. In collaboration with Jewish Family Services, a weekly Lunch Bunch social skills group led by a University of Michigan social work intern gives fourth graders a safe and intimate environment to talk about role models and tools for being a good friend.



ALUMNI NEWS

High School Graduates: HDS Class of 2004

Information compiled by Emily Eisbruch



MAIA AKIVA is graduating from Greenhills School where she founded the Photography Club. Her photography won awards at Greenhills and appeared in Ann Arbor Art Center's juried art show, Potential! Her work has been used for Neutral Zone's art shows and Breakin' Curfew posters. Maia is also involved in Washtenaw County's Young Women for Change. She spent this past summer at the School of the Art Institute of Chicago and the previous summer at Cranbrook. She is a madricha at Temple Beth Emeth.



MARA ABRAMSON is graduating from Pioneer High School where she has been involved in theater, singing, the *Overtones* literary arts magazine, the Positive Peer Influence group, and the Plant for the Planet environmental advocacy group (Co-founder). Her cappella group placed 1st place in the Midwest semifinals of ICHSA (International Championship of High School A Cappella) and second place internationally. Mara has also been a curator for Breakin' Curfew, an annual show featuring teen talent. She was nominated by the National Youth Theater as Outstanding Lead Actress in a Musical for the eastern region of the U.S. She is Vice President of the Jewish Student Union at Pioneer where she is involved with creating dialogue among Muslim and Jewish teens. She also serves as Regional Vice President for Young Judaea.



JOSH BERNSTEIN is graduating from the San Diego Jewish Academy where he plays on the basketball team. He was selected to be part of the Jacobs Teen Leadership Institute which promotes dialogue among Jews and Arabs in Israel and between different groups in the U.S.



JULIE COHEN is graduating from Dexter High School where she is involved in drama, sports as a sprinter and captain of the track team, National Honor Society, and Women in Science. Julie also earned her equestrian letter. She gives horseback riding lessons and is a lifeguard at Liberty Athletic Club.



DANIELLE COOPERSTOCK is graduating from Pioneer High School where she assists students with disabilities, tutors in the Trailblazers program, and has been involved in environmental concerns (Tree Society). Danielle is a board member of the Neutral Zone Teen Center where she is involved with S.E.E.D (Students Educating Each other about Diversity) and the Green Group for creating a healthier environment. She participates in University of Michigan's STAND (Students Take Action Now: Darfur).



AVI DOBRUSIN is graduating from Pioneer High School where he served as an executive officer for National Honor Society. He has been president and a stage manager for the Pioneer Theater Guild. Avi served as a board member for the Jewish Community Center, and as USY President for Beth Israel Congregation. He has volunteered in medical clinics and focused on global health at a Brown University leadership summer institute, a topic he wants to continue studying in college.



GILAD EISBRUCH is graduating from Community High School where he participates in Community Ensemble Theater and the ultimate frisbee team. He was on the Huron High School cross country, baseball, basketball, and lacrosse teams, and participated in the summer Maccabi games. He is involved with the Habonim Dror Jewish Youth Group and has continued his Hebrew studies begun at HDS by participating in the Keshet program.



BEN GOLDBERG is graduating from Pioneer High School where he has been involved in frisbee and tennis. He is actively training in Israeli martial arts (krav maga). He hopes to study architecture in college.



LOTEM HALEVY is completing her final year in the International Baccalaureate program at Richmond Secondary School in Richmond, BC, Canada. She has performed in a number of productions, including Rent and The Laramie Project. She works for the Vancouver Holocaust Education Centre constructing a curriculum that promotes diversity and cross-cultural awareness in secular schools throughout the Greater Vancouver area.



HANNAH KAGAN will graduate from Rudolf Steiner High School where she has been a member of the drama club, basketball team, and hiking club. Last summer Hannah spent a month at a Spanish language immersion academy run by Middlebury College in Vermont.



in printmaking.

JOSHUA PALIN is currently dual-enrolled at Firestone High School in Akron and Akron University. He is involved in theater and performing arts, and volunteers and supports the Pan Mass Challenge bike-a-thon, a fundraiser for the Dana Farber Cancer Institute. He has been on the Akron Art Museum Teen Council for three years and is interested in pursuing a career



NOAM SAPER is graduating from the Frankel Jewish Academy where he is a member of the National Honor Society, a student tutor for chemistry and mathematics, a member of the varsity quiz bowl team, and a participant in a Talmudic debate competition. He was co-captain of electronics for the Robotics team, and last summer participated in SciTech, a research program at the Technion-Israel Institute of Technology in Haifa where he received first prize for his poster.



EITAN SPIVAK is graduating from Pioneer High School where he is active in ultimate frisbee, an indoor soccer recreational league, the bowling team, Pioneer Theater's Guild sound crew, and the Trailblazers tutoring program. He participated in the summer Maccabi games and volunteers at Jewish Community Center's Kids Konnection program.



OWEN TANNENBAUM is graduating from Huron High School where he has been involved with the wrestling team, film club, and ultimate frisbee. Owen works part time for the University of Michigan refurbishing computers to sell to the public. He plans to spend the upcoming year in Israel with Habonim, the Jewish youth group with which he has been involved since 2003.



NOAM ZIMET is graduating from Pioneer High School where he is taking advanced physics and calculus. He participates in a mentoring program for elementary school children, is a member of the ultimate frisbee team, and is working with Pioneer administration to recycle all recyclable goods by the end of the year. Noam participated in the summer Maccabi games. He is learning to play the guitar.



SAM ZORN is graduating from East Lyme high school in East Lyme, Connecticut, where for two years he was on the wrestling team. Last summer he worked at Lundbeck Pharmaceuticals, where he synthesized 20 new compounds and co-authored a paper to be published in a professional journal. Sam plans to major in chemistry or physics in college.

IT TAKES A COMMUNITY TO SUPPORT A SCHOOL.

With deep gratitude we acknowledge the following long-term pledges and grants received July 1, 2009–June 30, 2010.

Pacesetters (\$50,000+)

Stacey Lee and Evan Caminker

Patrons (\$25,000-49,999)

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Aura and Aaron Ahuvia
Stephanie and Ron Chervin
Amy and Uri Lavi
Peggy and Michael Singer
Terri Ginsburg and Jeffrey Spoon
Zelma Weisfeld

With deep gratitude we acknowledge the following contributions received July 1, 2009–June 30, 2010 (includes donations, pledge payments, library donations, and purchases of Purim Mishloach Manot).

\$10,000+

Jewish Federation of Greater Ann Arbor
W.K. Kellogg Foundation
Benard L. Maas Foundation
Lisa Minsky-Primus and Yaron Minsky

\$5,000-9,999

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Rachel Siegel and Sam Andorsky
Maiya and Yael Atzmon
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