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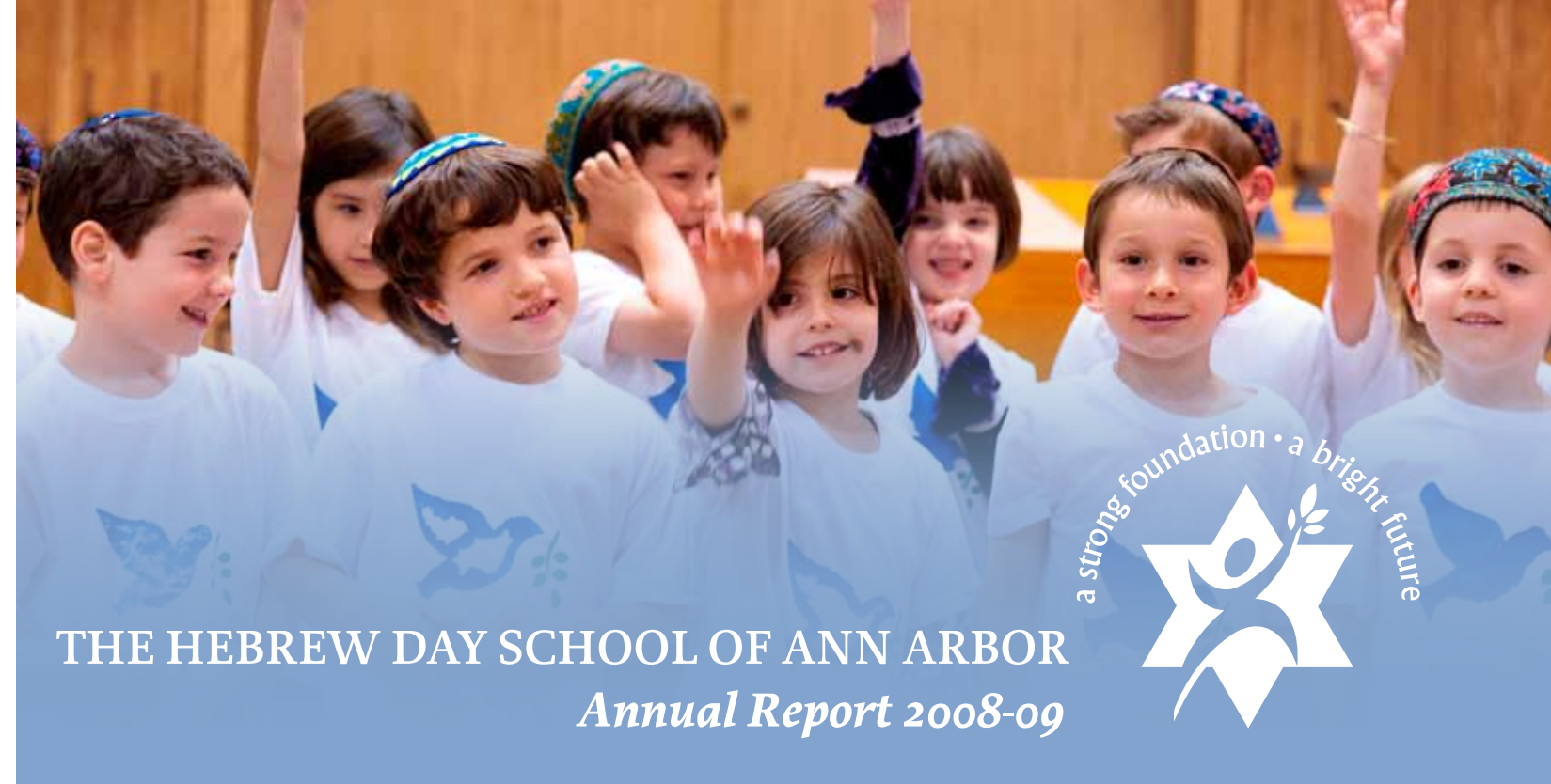
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*photos courtesy of www.davidmeyerphoto.com, www.myraklarman.com and Aron Kaufman*



## THE HEBREW DAY SCHOOL OF ANN ARBOR *Annual Report 2008-09*

# FROM THE HEAD OF SCHOOL

Dear Friends,

During the 2008-2009 academic year, HDS weathered the effects of the world-wide recession that hurt many non-profit institutions and most private investments. The school planned effectively and trimmed the budget without cutting key staff or core services. We are very proud that, despite the poor economy, academic progress and strategic initiatives remained strong.

On the academic front, the school scored in the 99th percentile on standardized tests in all categories for both language arts and math. The advanced language program for native Hebrew speakers was expanded, thanks to grants from the Federation and the ADD Foundation, in memory of Anna and David Dunietz. Ceramics was added to the art curriculum due to the generosity of Garry Turner and Denise Garden, Harriet Siden, the Federation, and the JCC who supported the purchase of a kiln. HDS was recognized as a State of Michigan “Green School” for recycling paper, batteries and cartridges; adopting endangered species; planting trees native to Michigan; and building bird houses to attract native birds.

Ann Arbor served as a living laboratory for our students who participated in field trips to Cobblestone Farms, Detroit Science Center, a maple syrup farm, the Farmers’

Market, and the Ann Arbor Symphony Orchestra Youth Concert supported by the Benard L. Maas Foundation. At school, students welcomed visitors from the community, the University of Michigan, and Nahalal (our sister community in Israel) who brought symphonic music, professional story telling, drum circles, and lessons on the Constitution and the human body. Ari Weinzweig, founder of Food Gatherers (and Zingerman’s) spoke to the students about kindness. “Kindness is free,” he said as he encouraged them in their own pursuits of hesed and tzedakah.

Community service was an important part of the HDS experience. Students sang for seniors at Sunrise Senior Home and Glacier Hills Retirement Center, and delivered their donated stuffed animals to Mott Hospital. Fifth graders received two Ann Arbor Community Youth Foundation grants to buy food for Jewish Family Services and Food Gatherers. A Gan (kindergarten) student donated her long hair to Locks of Love bringing her mitzvah (and her hairdresser!) into the classroom for everyone to observe. Our Klez Kids Band performed for the community on Yom Ha’atzmaut. Through monthly themes and the Giborei HaChodesh Jewish Hero program, students talked about such values as courage, care of one’s body, responsibility for the environment, freedom of religion and speech, and perseverance. They heard stories about historical figures such as Edmond de Rothchild, Abe Saperstein, Estee Lauder, Gal Friedman,



## FROM THE HEAD OF SCHOOL

continued from pg. 1

Yehuda HaLevi, Isaac Mayer Wise, Natan Sharansky, and Simon Wiesenthal.

Students participated in lunchtime and after-school chugim (clubs) for chess, Israeli dancing, juggling, technology, publishing the school newspaper HDS Times, and Klez Kids band performance. They also participated in Google's drawing contest, Doodle for Google.

HDS chose a new mascot – the lion! The process paralleled the presidential elections and included both a primary and a final election. An artistic rendition of the lion was chosen by a jury of community artists and now appears on a wide range of apparel available for purchase.

Our first legacy student, Eli Thorpe, son of HDS alumna Carrie Fried Thorpe (HDS '82) completed his first year at HDS.

Teachers and staff attended conferences on education and technology, high-ability learners, relational aggression, kindergarten education, and management of small schools. The school's consulting psychologist and learning specialist presented at the Jewish Educators' Council community-wide workshop.

HDS made great strides in planning for its long-term viability. We worked with a market research firm to design and conduct a comprehensive parent survey, and held focus groups to identify areas of strength and areas for improvement. A newly activated Development Committee increased annual campaign pledges by close to 30%. To support the campaign, the school published an eight-page case statement and its first formal Annual Report. With a grant from Partnership for Excellence in Jewish Education (PEJE), the committee participated in an all-day development workshop with an outside consultant.

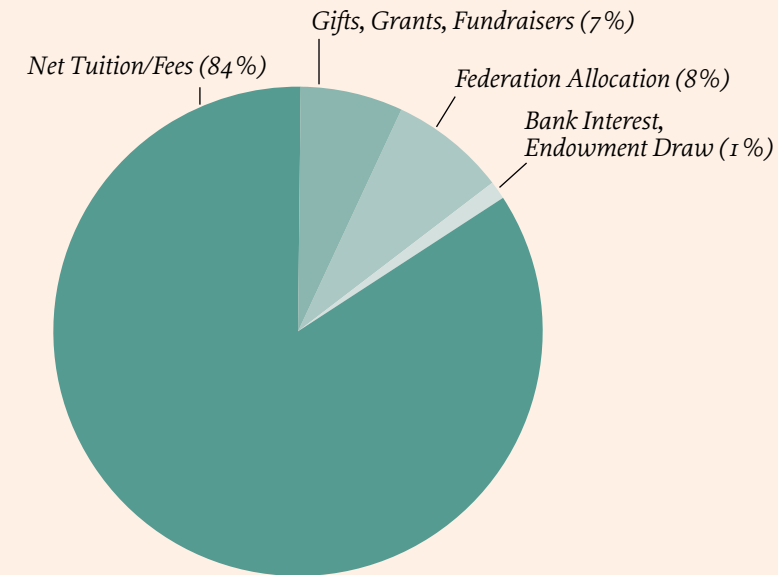
Despite the economy, there were many opportunities and accomplishments.

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*

## INCOME 08-09

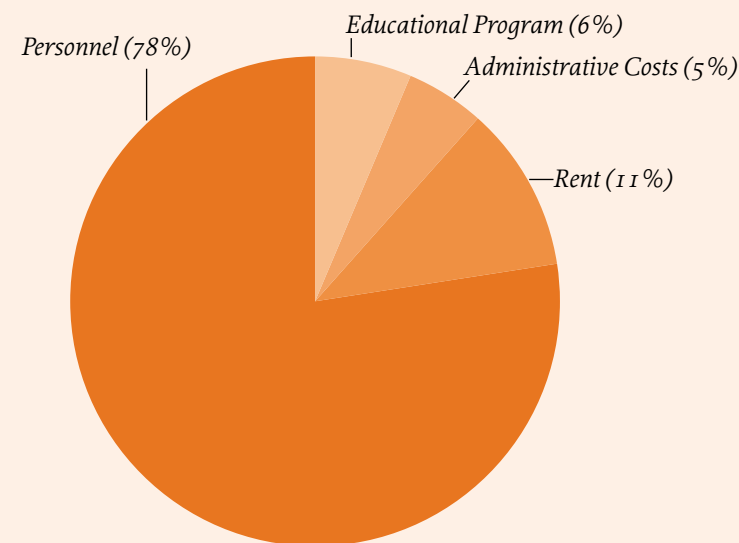


Net Tuition/Fees	\$1,088,113.34
Federation Allocation	\$98,888.00
Gifts/Grants/Fundraisers	\$87,295.69
Bank Interest/Endowment Draw	\$15,530.54

Total \$1,289,827.57\*

\*Endowment Loss \$54,387.67

## EXPENSES 08-09



Personnel (includes admin)	\$951,268.27
Rent	\$134,745.76
Educational Program	\$78,326.80
Administrative costs (includes audit)	\$63,820.66

Total \$1,228,161.49

## 08-09 STATISTICS

Enrollment: 94

Average Class Size: 16

23% of students on financial assistance

### Affiliation of Students:

Conservative – 44%

Reform – 23%

Unaffiliated American – 12%

Unaffiliated Israeli – 7%

Orthodox – 10%

Reconstructionist/Renewal – 4%



### HDS LOGO T-SHIRTS

can be purchased at [www.brodysonline.com](http://www.brodysonline.com).

### HDS LOGO KIPPOT

can be purchased by calling the school at 971-4633.

*Do you shop at Hiller's, Busch's, Meijer, Kroger, Whole Foods or Plum Market? If so, you can support HDS while you shop. A percentage of your purchase will be donated to the school.*

For more information email Laurie Greenberg at [laurieremer@yahoo.com](mailto:laurieremer@yahoo.com).

## 08-09 MEMBERS, BOARD OF TRUSTEES

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DAVID HAMERMESH	Secretary
RICK MINTZ	Treasurer
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MATT KAPLAN	
BARBARA KRAMER	
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JERRY ROSENBERG	
JOHN ROTHCHILD	Development Committee Chair

### QUESTIONS? CONTACT US:

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Ann Arbor, MI 48108  
info@hdsaa.org (734) 971-4633  
www.hdsaa.org

The Hebrew Day School of Ann Arbor is a beneficiary of the Jewish Federation of Greater Ann Arbor

# ALUMNI NEWS

## High School Graduates: HDS Class of 2003

**HANNAH ALEXANDER** (top left) is graduating from Pioneer High School. After being a competitive gymnast, Hannah is now coaching gymnastics at Michigan Academy of Gymnastics. Hannah enjoys being a DJ and dance leader for the Klezmer Fusion Band. She is Vice President of the Tree Society at Pioneer and active in the Young Judaea movement, serving on the regional mazkirut (leadership board). Hannah plans to be a counselor at Camp Young Judaea Midwest this summer and then spend the following year in Israel.

**ROBERT AXELROD** (top middle) is graduating from Huron High School. He has been involved in theater with Huron Players, Young People's Theater, and Pioneer Theatre Guild, often playing lead roles. Robert sings in and serves as President of Huron's A Capella Choir. He has varsity letters in both theater and choir. Robert has received numerous awards as best actor and best supporting actor, most recently receiving the Interlochen Center for the Arts Maddy Summer Artist Award in Musical Theatre, the highest honor given to a summer student. Robert is Vice President of the National Honor Society and Co-President of Huron's Jewish Student Union. He is active in the Class of 2010 Executive Board and in Young Judaea. He was President of the Student Body when at Emerson Middle School.

**MICHELE FREED** (top right) is graduating from Huron High School where she is a leader in Student Government; President of the Jewish Student Union; and Treasurer of the National Honor Society. She is a varsity basketball player and captain of the varsity soccer team. She also plays club soccer with the Novi Jaguars. Michele is active in Young Judaea, currently serving on the National board with responsibility for planning national conventions. She also teaches at Beth Israel Religious School.

**OMER NOAM** (picture unavailable) moved back to Israel after graduating from HDS. In high school he majored in physics and Arabic and took Chinese for two years. He plays the piano and the drums, loves the Beatles, enjoys reading fantasy novels, and practices Krav Maga (Israeli martial arts).

**WILL SCHEIMAN** (bottom left) is graduating from Huron High School where he has been a leader in Student Government; captain of the Freshmen and Junior Varsity Soccer teams; facilitator for Intercultural Group Relations; founder of the model United Nations team; and a freshmen mentor. He is a member of National Honor Society and also plays Varsity Lacrosse and Varsity Soccer. Will attended the University of Michigan's Ross School of Business academy. He taught at Beth Israel Religious School, and serves as a peer educator with Planned Parenthood, which involves speaking in health classes across Ann Arbor. He was also a Michigan representative for a Planned Parenthood national conference. Will is a National Merit Commended student.

**DAVID SCOTT** (picture unavailable) is graduating from Greenhills where he has been a student since graduating from HDS. This year he was elected Class Secretary. He has been involved in athletic teams until an injury kept him from playing. David has been active with Science Olympiad and has won first and second place in state competitions. David is a National Merit semifinalist, and is currently enrolled in two math classes at the University of Michigan.

**SHIRA STEINER** (bottom middle) is graduating from Pioneer High School where she has been active in dance, choir, and theater. Shira takes several dance classes a week, performs in a dance troupe, teaches dance at Swing City, and helped choreograph a dance performance for Israel's 60th birthday celebration. She sings in two choirs, and has



appeared in multiple shows put on by Young People's Theater, Ann Arbor Civic Theater and the Pioneer Theatre Guild where she was a dance soloist in the production of Future Stars. Shira also taught at Beth Israel Religious School and volunteered at the Israel 60th celebration at the Detroit State Fairgrounds. She studied musical theater at Interlochen Center for the Arts.

**NOAH TOBES** (bottom right) is graduating from Huron High School where he sings in two A Cappella choirs. He plays on the Junior Varsity soccer team, serves on the Executive Board of Student Government, and on the tech crew for Huron Players. Noah taught at Beth Israel Religious School and worked as a counselor at Tamarack Camps where he was a camper for nine years. He volunteered for Detroit's Summer in the City and for the Jewish Federation of Greater Ann Arbor.

## Student Honored in National Competition



**DANIEL ROTHCHILD** (second from left), HDS '06, was awarded a \$2,000 college scholarship when his team of Detroit-area high school students won second place out of 25 teams in a national website programming competition sponsored by the Black Data Processing Associates. The competition was held at the 32nd National Technology Conference in Raleigh, N.C., August 2009.

# NEW GRANTS

## Recruitment and Marketing W.K. Kellogg Foundation

HDS received a \$10,000 grant from the Kellogg Foundation's Kellogg Action Lab (KAL), a program that works to enhance the non-profit sector. The grant allowed the school to hire a consultant to assist with market research and recruitment. Through an on-line survey disseminated by Temple Beth Emeth, Beth Israel Congregation, JCC's Early Childhood Center, and the Federation's Young Adult Division, as well as personal interviews and a focus group, Marshall Platt Consulting is helping the school identify market segments with the most potential for enrollment at HDS, and develop messaging and outreach activities for each market segment.

## SMART Board Legacy Heritage Fund Limited

HDS has new SMART Board equipment generously donated by The Legacy Heritage Fund Limited. SMART Boards are interactive whiteboards. The user's finger is the mouse; by touching the screen the teacher or student controls the information which is projected on the screen from the attached computer. Graphics, video, sound, and images can be manipulated on the screen, and anything written on the Board can be saved as a file on the computer. "Our students are digital natives, and the SMART Board is an important technological tool to effectively reach them," says teacher Aron Kaufman.

"It's totally useful," says student Zachary Bernstein. "You don't have to worry that your homework is erased from the board; it is saved on the computer!" explained Jane Mintz. Students have had SMART Board lessons in topics ranging from government to grammar. They have learned to use the SMART Board themselves as a tool for presenting their individual projects to their classmates. Hebrew Day School has received national recognition for its use of the SMART Board to create a virtual classroom for students sick at home. Students call in using the program Skype; their voices are heard and their faces seen on the large screen. "I've never met a board that was smarter," remarked student Miriam Siegel.



## Financial Planning Non-Profit Financial Fund (NFF)

Through the Non-Profit Financial Fund (NFF), HDS received consultation advice worth \$17,000 to assist with its long-term financial strategic planning. NFF helped refine the school's financial planning tools, and analyzed the school's short- and long-term financial health relative to industry standards, school historical data, and schools in similar communities. "We are proud that, despite a difficult economy, we have kept a balanced budget. Our school continues to be financially strong," says Aaron Fried, HDS Treasurer.





## HDS ADOPTS STANDARDS OF EXCELLENCE

This year, the HDS faculty adopted six characteristics of professional excellence. The standards guide their teaching and are used as the foundation for professional growth. They were expanded from standards initially developed at the New Teacher Center, University of California, Santa Cruz.

### ENGAGING AND SUPPORTING STUDENTS

- Connect with all students using a variety of strategies that promote autonomy and choice, encourage problem solving and reflection, and make learning personally relevant.
- Integrate values and nurture civic responsibility.

### EFFECTIVE ENVIRONMENT

- Create an environment that promotes fairness, respect, group responsibility, cooperative learning, and joy of learning.
- Use time effectively, listen attentively, and communicate mindfully to children, parents, and staff.
- Embody pride in the Jewish heritage and respect for all cultural and religious expressions.

### ORGANIZING SUBJECT MATTER

- Organize lessons that interrelate ideas across subjects and use multiple resources to achieve understanding.

### PLANNING

- Establish clear short- and long-term goals with effective sequencing.
- Modify lessons to meet needs of each child.

### ASSESSMENT

- Use multiple sources of information to assess learning. Encourage student self-assessment and use assessments to guide instruction.
- Share progress with students, parents, and faculty.

### PROFESSIONAL GROWTH

- Reflect, self-monitor, and use available resources for improvement.
- Collaborate, innovate, and demonstrate individuality.



## PROJECT-BASED LEARNING EXPLORATORY AND INDIVIDUALIZED

Previously the hallmark of the fifth grade curriculum, this year, project-based learning has expanded to the third and fourth grades. In project-based learning, each student chooses a unique project to explore. After conferencing with teachers, students take responsibility for their own learning, assessing their own progress relative to agreed-upon outcomes. “It’s exciting to do this ourselves,” says Mira Kaufman as she examines a blue print of the building and cuts up cardboard boxes for constructing an architectural model of the school. Student projects can be in any academic discipline. “I’m studying paleontology,” says fifth grader Miriam Siegel. “It’s not just about bones and dinosaurs; paleoanthropology, for example, includes the study of fossilized pores and pollen,” she adds. Fourth grader Arianna Seir is experimenting with fabric dyes made from the juices of vegetables, and fifth grader Zachary Bernstein is studying the concept of time in the Bible. Other projects include writing fictional stories, producing movies, or making math board games. All students present their project results to the other students. “I’m researching how the health of the brain is diagnosed, like with the MRI,” says third grader Lily Rosenberg. Lily interviewed an expert in the field and presented her findings through a short iMovie.

Students work on their projects, either alone or in small groups, a few times a week for 45 minutes. All of the HDS grade-level teachers, both Hebrew and English, are available during this time to assist the students. This “team-teaching” has many benefits, explains teacher Ei-

leen Nadler. “Our different methods of instruction reach a greater variety of learning styles.” “The cooperation that the students observe among teachers serves as a model for positive teamwork,” says teacher Carol Gannon.

HDS is using a powerful tool for individualized instruction based on the notion that education is not one size fits all and that students learn in many different ways. In project-based learning, students are placed at the center of their own education. They learn not only the concepts in the project, but also how to organize and present their thoughts, and how to manage a complex project in a limited amount of time. These are skills that will become increasingly important as they get older.

*Education is not one size fits all; students learn in many different ways.*