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**AMERICAN JEWISH ARCHIVES**

**MS-831: Jack, Joseph, and Morton Mandel Foundation Records, 1980–2011.**

Series C: Council for Initiatives in Jewish Education (CIJE). 1988–2003.

Subseries 3: Lead Communities, 1988–1997.

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MEF. Hebrew Language Assessment, 1993.

For more information on this collection, please see the finding aid on the  
American Jewish Archives website.

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To: Alan Hoffman	From: Ellen Goldring	
Co. Melton Center	Co. Vanderbilt	
Dept. Hebrew Univ	Phone # 615-322-8037	
Fax # 972-2-322-	Fax # 615-343-7094	

To: Alan Hoffman

From: Ellen Goldring

Date: July 7, 1993

Re: Our Continued Communication

Hi! I hope all is well with you. I have just returned from Madison where I met with Adam and the other Field Researchers. I presented the "Shohamy" plan for Hebrew Assessment and we talked about how it would fit into the Monitoring, Feedback and Evaluation Plan for next year. Everyone was very excited about it. I am sending a draft of a memo which I will send to Annette and Seymour proposing this as part of our work for next year. I will also send a copy to Elana for her comments. Please respond with any feedback before I send the memo to Annette and Seymour.

We had a few questions as well: What grade levels does Elana test? What is the time frame for the cycle of the project?

How long do you recommend we wait between testing times, two or three years?

Is it possible for us to use data that you have collected from other schools in other communities, so we can compare the Lead Community schools with these other schools?

#### Assessment of Hebrew Language Achievement

We propose that part of the MEF plan for next year include assessment of Hebrew language. We suggest that we collaborate with Elana Shohamy from the Melton Center to begin this assessment process. Elana has developed a diagnostic system for Hebrew Language assessment for day schools and is presently developing such a system for supplementary schools. This system is unique in that it takes into account the specific curriculum of each school and provides the school with diagnostic feedback based on the results of the test.

This system will serve the MEF project by providing baseline data about Hebrew language for the Lead Communities. In addition, the project will provide feedback to the schools about their Hebrew language achievement and MEF can re-evaluate Hebrew language two or



three years later, thus providing longitudinal data and learning about the processes of change in these schools. In addition, if LC's are focusing on personnel and other key building blocks for educational improvement, we should see changes in the Hebrew language performance of students. We believe that this is an important resource that CIJE can make available to the communities. Elana has carried out this assessment in numerous day schools in the US, and can immediately begin work with CIJE.

We propose the following plan for Day Schools in 1993-94:

- 1) After approval of this aspect of the MEF project, Elana Shohamy and each Field Researcher will meet with the LC coordinator in each community to explain the project. We anticipate this will occur in the fall (Elana will be in the states).
- 2) After this initial meeting, each LC coordinator will decide what is the best way to approach and contact the day schools. Elana can do this with a letter and a follow up, or it could be handled centrally by the LC coordinator, etc.
- 3) After initial contact has been made with the schools Elana will contact the principals to explain the project and begin to set up a work plan with each school.
- 4) Once a work plan is in place for each school the process begins: Elana and her team meets with the school to learn about the schools curriculum, a test is developed, testing takes place, analyses are done of the tests by the Melton center in Jerusalem, diagnostic feedback is provided to each school by Elana and her team.
- 5) The field researchers will assist Elana in the process of testing. Elana and her team provide each school with an individual report. The MEF team will provide the LC with a report about the Hebrew Language Assessment of the community based on the results provided in Jerusalem.
- 6) The FR will monitor the feedback process in the schools and will observe and monitor the processes of change in the day schools during the next two years. In other words, they will be looking at the ways in which the schools are changing and acting upon the diagnosis provided to them by the Hebrew Assessment. This is a crucial step of the MEF project and can provide information for the ongoing feedback loop in the community as well.
- 7) Two years (ELANA AND ALAN< SHOULD THIS BE TWO YEARS OR THREE YEARS? WHAT IS YOUR EXPERIENCE?) after this initial assessment, the assessment will be carried out again. Gains can be measured, and the monitoring information can be used to explain where gains have been found and where no gains have been realized.
- 8) Since Elana has comparative data from other day schools in the

US, we can compare the results of the schools in the LC's with other, similar day schools, in other communities.

9) Issues of funding for this project will need to be addressed. We suggest that CIJE provide the necessary resources to support this project.

Allan, we need to present our work plan to Annette and Seymour as soon as possible, so I would appreciate any feedback you have this week.

Have you made any progress with the principal's institute? Please let me know if you need my help yet and how things are proceeding.

I hope I will see you in August. Warmest regards!







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TO: Nava Nevo  
Carmon Sharon

From: Ellen Goldring  
Fax: (615) 343-7094

Date: October 4, 1993

Subject: Hebrew Language Assessment for CIJE

(7 pages: FAX: 011-972-2-322-211)

I just spoke to Elana Shohamy and she asked me to contact you directly. As you know, I have been talking with Alan Hoffman about incorporating Hebrew Language Assessment in the Lead Community Project of the CIJE.

We would like to move our discussions of implementation a bit further, and in order to do so I will need a specific budget proposal from you regarding the project.

Enclosed is information about the day schools in each community. Please provide a proposal about the cost of your project for each community separately. Please indicate exactly what the cost entails, how you carry out the assessment, and the time frame for your work. At this point I do not have information about the curriculum for each school and the number of Hebrew teachers in each school or grade. Elana indicated that there may be more work involved for some schools depending on their curriculum.

If you need any other information to prepare the proposal, please do not hesitate to contact me again.

I look forward to hearing from you.

CC: Alan Hoffman c/o Ginny Levy



### Hillel Day School

(Hillel is an Orthodox Day School. It is one of two community supported, meaning Federation funded, day schools. It is the community's oldest day school.)

These enrollment figures for 1993-94 are based on the 1992-93 school year enrollment figures:

K-4	10
K-5	10
1	30
2	19
3	15
4	13
5	19
6	12
7	7
8	12
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Total	147

6 Judaic studies/Hebraic studies teachers plus 1 Judaic/Hebraic studies coordinator

### WITS (Wisconsin Institute for Torah Study)

WITS has a day school high school, a college program and a seminary. Most WITS high school students come from outside of Milwaukee and live on campus. The school is not supported by the Federation. WITS is Orthodox.

These enrollment figures for 1993-94 are based on the 1992-93 school year enrollment figures:

9	20
10	20
11	22
12/13	31
<hr/>	
Total	93

5 Judaic/Hebraic studies teachers.

### Additional "Institution"

In addition, last year there was a group of 5 girls in a ninth grade program similar to WITS. I do not know if they are continuing this year. I will find out immediately if this project is addressing the Hebrew studies of high school students.



### Milwaukee's Jewish Day Schools

Yeshiva Elementary Day School (Orthodox affiliation)

This is Milwaukee's newest day school. I believe it is three years old. These are the actual enrollment figures for the 1993-94 school year:

K-4	16
K-5	14
1	22
2	11
3	14
4	17
5	11
6	10
7	12
8	7

Total 134

12 Hebrew teachers

### Milwaukee Jewish Day School

(Attracts mainly individuals associated with the Reform and Conservative movements. It is one of two community supported, meaning Federation funded, day schools.)

These enrollment figures for 1993-94 are based on the 1992-93 school year enrollment figures:

K-4	30
K-5	30
1	37
2	36
3	35
4	38
5	33
6	54
7	34
8	20

Total 347

10 Hebrew teachers plus 1 director of Hebrew and Judaica -- several of the Hebrew teachers also teach Judaica

**Memorandum**

**To:** Ellen Goldring  
**From:** Julie Tammivaara  
**Date:** September 19, 1993  
**Subject:** Day Schools in Baltimore

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**Beth Tfiloh Community School**

Founded: 1942  
Students: 735  
Grades: Nursery - 12  
Tuition: \$4500 - \$6200  
Affiliation: Orthodox  
Budget: \$4,000,000

**Mechina High School of Ner Israel  
Rabbinical College**

Founded: 1945  
Students: 200  
Grades: 9 - 12  
Tuition: \$3200  
Affiliation: Orthodox  
Budget: 4,400,000

[for whole rabbinical college]

**P'TACH Institute of Baltimore  
[Special Education]**

Founded: 1979  
Students: 50  
Grades: K - 8  
Tuition: \$9000  
Affiliation: Orthodox  
Budget: \$250,000

**Bais Yaakov School for Girls**

Founded: 1942  
Students: 1100  
Grades: Nursery - 12  
Tuition: \$3600 - \$3800  
Affiliation: Orthodox  
Budget: \$3,200,000

**Torah Institute/Shearith Hapleita**

Founded: 1952  
Students: 375  
Grades: Nursery - 8  
Tuition: \$4,000 + \$1500 [loan & misc.]  
Affiliation: Orthodox  
Budget: \$1,500,000

**Talmudical Academy/Yeshivas Chofetz  
Chaim**

Founded: 1917  
Students: 572  
Grades: Nursery - 12  
Tuition: \$3200 - \$4700 + 1250  
Affiliation: Orthodox  
Budget: \$3,200,000



## Day Schools in Baltimore

09/19/93

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**Yeshivat Rambam**

Founded: 1991

Students: 125

Grades: K - 5

Tuition: \$4,000 - \$4500 + \$500 [banquet]

Affiliation: Orthodox

Budget: \$750,000

**Krieger-Schechter Day School**

Founded: 1980

Students: 400

Grades: K - 8

Tuition: \$6,000

Affiliation: Conservative

Budget: \$1,700,000

**Baltimore Hebrew Day School**

Founded: 1991

Students: 40\*

Grades: K - 3

Tuition: \$3600 - \$4800

Affiliation: Reform

Budget: \$250,000



**Atlanta's Day Schools**  
Information gathered by Roberta Goodman

Atlanta has five day schools. Three which cover the elementary and middle school years, one high school, and one new day school which has only the early elementary grades.

1) The Greenfield Hebrew Academy

The Greenfield Hebrew Academy is Atlanta's oldest day school. The day school started as a community day school. Its orientation is traditional. I did not explore its affiliation.

# of 6th grade students	54
grade range	PK - 8
total # of students	532
Hebrew teachers	10 teachers who only teach Hebrew 20 Judaic teachers who teach in Hebrew

Some of the Judaic subjects, but not all, are taught in Hebrew.

2) Epstein School

The Epstein School is a Conservative movement Solomon Schechter Day School. It used to be housed at one of the synagogue's, but now has its own location.

# of 6th grade students	45
grade range	early childhood program K - 8
total # of students	EC program: 200 K - 8: 385
Hebrew teachers	20

All Judaic subjects taught to 3rd graders and up are in Hebrew. This is an ivrit b'ivrit program.

3) The Torah Day School

This school started almost ten years ago. This school serves the Orthodox community and the Jewish community in the northeast side of Atlanta. It came into existence when Hebrew Academy was talking about leaving the neighborhood. I did not explore its official affiliation.



# of 6th grade students 22  
(they are divided into classes for girls and boys  
at this age level)

grade range K - 8

total # of students 177

# of Hebrew teachers 11

Several of their limudai kodesh (Judaic) subjects are taught in Hebrew, but some are taught speaking in English but the texts they use are in Hebrew.

#### 4) Yeshiva High School

This school is traditional in its orientation. Boys and girls are taught separately at least for their Judaic courses. The school is primarily for students living in Atlanta. They did not have commuters when I lived in Atlanta. I share this because this arrangement makes it quite different than WITS - Wisconsin Institute for Torah Study - located in Milwaukee.

The school has been in existence for over fifteen years. It has about 100 students in grades 9 - 12.

#### 5) The Davis Academy

This day school had its first students enter approximately 2 or 3 years ago. The Davis Academy is a Reform Day School serving the Reform community. The school is not located in a synagogue facility. Presently, it has extremely limited Judaic and Hebraic content.

The school covers only the early grades although it is planning to grow. There are 55 students in the school.