

## **INTRODUCTION**

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## GENERAL

This publication presents data on the population of immigrant pupils in the educational system under the supervision of the Ministry of Education, Culture and Sport (primary and post-primary education) for 2003/04. The previous publication on this subject related to the years 1997/98-1998/99<sup>1</sup>.

The publication compares immigrant pupils to Israeli-born ones, and puts an emphasis on three main groups: former USSR-born, USA-born and Ethiopian-born. Unlike the previous one, this publication includes an additional category for comparison – Israeli-born pupils whose parents are new immigrants, with a distinction between those whose both parents are immigrants and those with only one of the parents being an immigrant.

The publication data provide a survey of the immigrants' integration into the educational system in Israel. Data are presented both on the background variables of the immigrants, and on their integration into the educational system and rate of success in it. The data make it possible to learn about the connection between the background variables of the immigrant pupils, and their chances of dropping out of the educational system or taking their matriculation exams and succeeding in them. This publication, unlike its predecessor, includes an additional aspect of success at matriculation exams – the rate of those entitled to a matriculation certificate who met university entrance requirements.

The tables in this publication fall into three groups: the first group includes all immigrant pupils and their distribution according to selected personal and institutional variables (Tables 1-6). The second group presents data on dropping out of the educational system by immigrant pupils in Grades VII-XII (Tables 7-12). The third group presents the achievements in matriculation exams of immigrant pupils in Grade XII (Tables 13-18).

Due to the small number of Israeli-born pupils in Grades VII-XII whose parents are immigrants, these pupils are grouped together with the rest of the Israeli-born pupils in the tables on dropping out, and the tables on matriculation examinees and those entitled to a matriculation certificate.

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<sup>1</sup> See Central Bureau of Statistics, "Immigrant Pupils in Educational Institutions, 1997/98-1998/99", Publication No. 1162, Jerusalem, 2001.

## MAIN FINDINGS

### General

In 2003/04, 149,937 immigrant pupils were enrolled in the primary and post-primary educational system under the supervision of the Ministry of Education, Culture and Sport. Of these, 93,838 were born in the former USSR, and constitute 62.6% of all immigrant pupils.

Since 1997/98 there has been a drop of 9% in the number of immigrant pupils in the educational system. The relative share of immigrants from the former USSR, out of all immigrant pupils, has also decreased, compared with the share of pupils from other countries of birth (USA, France, Argentina, United Kingdom and Canada).

USA-born pupils now comprise the second largest group (10.2% of all immigrant pupils); more than immigrants from Ethiopia, which was the second largest group in 1997/98 (see Table A).

Due to this change, the comparison between countries of birth has been made more detailed, compared to the previous publication, in order to include USA-born pupils in addition to those born in the former USSR and in Ethiopia.

**TABLE A.- IMMIGRANT PUPILS, BY MAIN COUNTRIES OF BIRTH, 1997/98, 2003/04**

Country of birth	1997/98		2003/04		Percent change
	Absolute numbers	Percent-ages	Absolute numbers	Percent-ages	
<b>Total (1)</b>	<b>163,480</b>	<b>100.0</b>	<b>149,937</b>	<b>100.0</b>	<b>-0.9</b>
USSR (former)	109,526	67.0	93,838	62.6	-16.7
USA	13,874	8.5	15,359	10.2	9.7
Ethiopia	16,748	10.2	15,201	10.1	-10.2
France	4,225	2.6	5,669	3.8	25.5
Argentina	2,240	1.4	3,160	2.1	29.1
United Kingdom	1,927	1.2	2,171	1.4	11.2
Brazil	1,635	1.0	1,418	0.9	-15.3
Canada	1,146	0.7	1,313	0.9	12.7
South Africa	1,270	0.8	1,057	0.7	-20.2
Romania	1,344	0.8	886	0.6	-51.7
Other countries in Europe/America	6,441	3.9	6,980	4.7	7.7
Other countries in Asia/Africa	3,104	1.9	2,854	1.9	-8.8

(1) Including "country of birth" unknown.

The share of immigrant pupils in post-primary education (62.7% of them in intermediate and secondary schools) is greater than their share in primary education (37.3%), as opposed to the Israeli-born pupils. The great majority of Israeli-born pupils whose parents are immigrants (93.1%) are concentrated in primary education (see Table B).

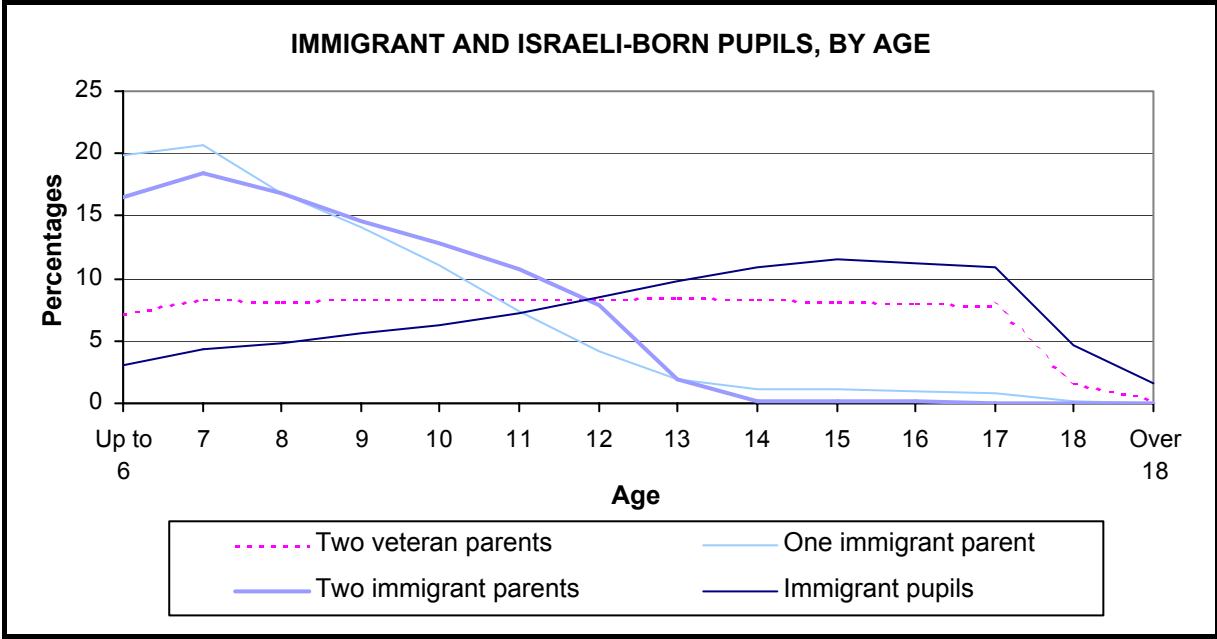
**TABLE B.- IMMIGRANT AND ISRAELI-BORN PUPILS, BY LEVEL OF EDUCATION, 2003/04**

Level of education	Total (1)	Israeli-born				Immigrants
		Total	Two veteran parents	One immigrant parent	Two immigrant parents	
Absolute numbers						
Grand total	1,079,979	892,001	835,146	18,814	38,041	149,937
Primary	602,586	511,299	458,345	17,524	35,430	55,857
Intermediate	191,783	152,306	149,374	528	2,404	37,073
Secondary	285,610	228,396	227,427	762	207	57,007
Percentages						
Grand total	100.0	100.0	100.0	100.0	100.0	100.0
Primary	55.8	57.3	54.9	93.1	93.1	37.3
Intermediate	17.8	17.1	17.9	2.8	6.3	24.7
Secondary	26.4	25.6	27.2	4.1	0.5	38.0
Grand total	100.0	85.6	80.2	1.8	3.7	14.4
Primary	100.0	90.2	80.8	3.1	6.2	9.8
Intermediate	100.0	80.4	78.9	0.3	1.3	19.6
Secondary	100.0	80.0	79.9	0.3	0.1	20.0

(1) Including unknown.

Since most of the immigrants arrived at the beginning of the '90's, the age of immigrant pupils is higher than that of Israeli-born pupils.

The group of pupils who are Israeli-born, with at least one of their parents being an immigrant<sup>1</sup>, is significantly smaller than the group of immigrant pupils. This category mainly includes children aged up to 12, who were born in Israel since their parents immigrated at the beginning of the '90's. (See Diagram, and Table 1).



Only 18.5% of all immigrant pupils immigrated to Israel from 2000 on. This fact reflects the reduction in the scope of immigration during this period, compared with previous ones (see Table 2). Most immigrant pupils (62.5%) immigrated to Israel up to age 6 (see Table 3).

Distribution by district of residence of Israeli-born pupils whose two parents are immigrants, is similar to that of immigrant pupils. Compared with Israeli-born pupils whose two parents are veteran Israelis, in the two first groups there is a low percentage of pupils who live in the Jerusalem, Central and Tel Aviv Districts, and the Judea, Samaria and Gaza Areas; and a high percentage of those living in the Northern, Haifa and Southern Districts. The most significant gap can be found in the Southern District. Whereas only 14.7% of the Israeli-born pupils whose two parents are veterans live in this district, 20.3% of immigrant pupils and 25.6% of Israeli-born pupils whose two parents are immigrants, live in the Southern District. The distribution by district of Israeli-born pupils with only one of their parents being an immigrant, is similar to that of Israeli-born pupils whose two parents are veteran Israelis (see Table 4).

<sup>1</sup> This is relevant to the definition of a pupil with one immigrant parent, and the definition of a pupil with two immigrant parents. See "Definitions and Explanations".

Differences can also be found between the immigrant groups in their distribution by district of residence: whereas the highest percentage of immigrants from the former USSR lives in the Southern District (23.9%), among immigrants from the USA the highest rate can be found in the Jerusalem District (28.8%), and among immigrants from Ethiopia the highest rate is in the Central District (40.1%).

There is a low rate of pupils who live in localities with a high socio-economic status (Clusters 7-10) among immigrant pupils (33.9%), among pupils with two immigrant parents (24.8%), and among pupils one of whose parents is an immigrant (28.9%), compared with Israeli-born pupils whose parents are veteran Israelis (40.3%) (see Table C). However, immigrant pupils live in localities of a higher socio-economic status than do Israeli-born pupils with two immigrant parents (see Table 4).

**TABLE C.- IMMIGRANT AND ISRAELI-BORN PUPILS,  
BY SOCIO-ECONOMIC CLUSTER OF LOCALITY OF RESIDENCE, 2003/04**

**Percentages**

Socio-economic cluster of locality of residence	Israeli-born				Immigrants
	Total	Two veteran parents	One immigrant parent	Two immigrant parents	
Total	100.0	100.0	100.0	100.0	100.0
1-4	37.0	36.6	46.4	40.1	34.3
5-6	23.6	23.0	24.7	35.1	31.8
7-10	39.4	40.3	28.9	24.8	33.9

27.2% of the immigrant pupils are not registered as Jews. Among the Israeli-born whose two parents are immigrants, this rate is 10%; whereas among the Israeli-born one of whose parents is an immigrant, this rate is only 6%. This can be explained by the fact that the parents in the two last groups immigrated to Israel during a period in which the percentage of non-Jews (Others) among immigrants was still low. There are substantial differences in the rate of non-Jews (Others) among the various groups of immigrants: among immigrants from the former USSR, 37.3% are not Jews; among immigrants from Ethiopia, 14.3% are not Jews; and among USA-born immigrants, only 1.5% are not Jews (see Table 4).

The percentage of those studying under ultra-Orthodox supervision among immigrants is low (9.2%), compared with the percentage among the Israeli-born with veteran Israeli parents (19.5%). Israeli-born pupils with two immigrant parents fall between veterans and immigrants regarding their distribution by supervision (see Table 5). By contrast, among the Israeli-born where one of their parents is an immigrant, a high percentage studies under ultra-Orthodox

supervision (26.9%), and a low percentage under state/general supervision (54.9%) compared with other groups. There are remarkable differences between groups of immigrants in distribution by supervision. Whereas most of those born in the former USSR (88.7%) study under state/general supervision, most of those born in Ethiopia (68.2%) study under state-religious supervision. Among those born in the USA, there is a high percentage of pupils under ultra-Orthodox supervision (27.3%).

Among immigrants there is a high percentage of pupils in the technological/vocational track (47.1%), compared with the Israeli-born (32.6%). However, among those from the USA, the percentage of those studying in the technological/vocational track is particularly low (18.7%) (see Table 6). Although this finding is related to the high percentage of pupils under ultra-Orthodox supervision (in which the technological/vocational track is very limited) among immigrants from the USA, the other supervisory systems also have a low percentage of pupils in the technological/vocational track from among those born in the USA (see Table D). The percentage of pupils in the technological/vocational track among immigrants remains high in each one of the supervisory systems, compared with those born in Israel.

**TABLE D.- IMMIGRANT AND ISRAELI-BORN PUPILS IN TECHNOLOGICAL/VOCATIONAL AND AGRICULTURAL TRACK IN SECONDARY SCHOOLS, BY SUPERVISION AND COUNTRY OF BIRTH, 2003/04**

Supervision	Israeli-born	Immigrants - total	Thereof:		
			Born in USSR (former)	Born in USA	Born in Ethiopia
Percent of total pupils in each cell					
Total	32.6	47.1	53.2	18.7	50.8
General	38.3	50.2	52.8	26.8	61.7
Administration of Religious Education	28.0	42.8	57.5	17.2	44.7
Ultra-Orthodox	7.4	11.7	31.5	2.9	45.9

## Dropping-out and remaining in school

The rate of dropping-out of the educational system among immigrant pupils (4.6%) is almost double the rate among the Israeli-born (2.6%). Among those born in the former USSR there is a dropout rate (5.1%) which is higher than that among those born in Ethiopia (3.4%) and in the USA (3.0%) (see Table E).

**TABLE E.- IMMIGRANT AND ISRAELI-BORN PUPILS, BY DROPPING OUT AND COUNTRY OF BIRTH, 2003/04**

### Grades VII-XII

Country of birth	Pupils - total	Thereof: dropping out	Rate of drop-outs
Grand total	576,622	17,479	3.0
Israeli-born - total	454,661	11,918	2.6
Immigrants - total	121,961	5,561	4.6
Thereof:			
Born in USSR (former)	80,135	4,061	5.1
Born in USA	11,299	341	3.0
Born in Ethiopia	11,005	375	3.4

Although among immigrants from the former USSR and Ethiopia and those born in Israel the dropout rate of boys is significantly higher than that of girls, among immigrants from the USA the dropout rate of the girls (2.9%) is almost identical to that of the boys (3.1%) (see Table 7).

In general, it can be said that the younger the immigrant on arrival in Israel, the lower his chances of dropping-out. This is apparent in the dropout rates of immigrants from the former USSR (see Table 8). The dropout rate is higher among those who immigrated up to 1989, especially among those born in the USA and Ethiopia. Among immigrants from the former USSR, those who immigrated during the big wave of immigration drop out of school at low rates; and the more a pupil immigrated at a later period, the higher the dropout rate (see Table 9).

Among those born in Israel, the highest dropout rate is found in the Jerusalem District (3.6%); whereas among the immigrants, the highest dropout rate is found in the Tel Aviv District (5.3%). A difference is also found among the groups of immigrants in dropout distribution by district: among those born in the former USSR, the highest dropout rate is found in the Tel Aviv and Central Districts (6.0%); among those born in the USA, the highest dropout rate is found in the Southern District (4.4%); and among those born in Ethiopia, the highest dropout rate is found in the Northern District ((5.1%) (see Table 10).

Among those born in Israel, the higher the socio-economic status of the locality of residence, the lower the chances of dropping-out. On the other hand, among the immigrant pupils, there was no clear correlation found between the socio-economic status of the locality and the dropout rates (see Table 11).

Although the dropout rates among immigrants are higher than among those born in Israel, under ultra-Orthodox supervision the situation is reversed. The dropout rate of immigrants (3.9%) is lower than that of those born in Israel (4.6%), mainly due to the differences in dropout rates that arise between the two groups in Grades XI-XII (see Table 12).

### **Matriculation Examinees and Those Entitled to a Matriculation Certificate**

The rate of matriculation examinees among immigrant pupils in general (87.4%), and among those born in the former USSR in particular (89.8%), is higher than among those born in Israel (81.4%). The gaps between these groups shrink when the rates of those entitled to a Matriculation Certificate, as well as those who met university entrance requirements, are examined (see Table F).

**TABLE F.- TWELFTH GRADE PUPILS, MATRICULATION EXAMINEES AND EXAMINEES ENTITLED TO A CERTIFICATE WHO MET UNIVERSITY ENTRANCE REQUIREMENTS, BY COUNTRY OF BIRTH, 2003/04**

Country of birth	Twelfth grade pupils - total	Percent of twelfth grade pupils		
		Examinees	Entitled to a certificate	Met university entrance requirements
Israeli-born	65,493	81.4	57.8	48.6
Immigrants – total	15,192	87.4	59.5	48.7
Thereof:				
Born in USSR (former)	11,011	89.8	62.4	52.4
Born in USA	848	81.6	62.6	61.2
Born in Ethiopia	1,473	82.1	42.2	14.4

The rates of those who sat for the Matriculation Exams, are entitled to a Matriculation Certificate, and meet university entrance requirements, are highest among immigrants who immigrated up to age 5, especially among those born in the former USSR (see Table 12).

Similar to those born in Israel, among immigrants as well, the rates of matriculation examinees and those entitled to a matriculation certificate are higher in the general track (compared with the technological/vocational and agricultural tracks), and under state and state-religious supervision (compared with ultra-Orthodox supervision) (see Tables 14-18). The immigrants are also similar to those born in Israel in the rate of matriculation examinees and those entitled to a matriculation certificate by sex – as a rule, these rates are higher among girls than among boys. However, when examining the percentage of those who met university entrance requirements among all those entitled to a matriculation certificate, the boys among the immigrants – especially those born in the former USSR – have an advantage (see Table 14).

A positive correlation can be found among immigrant pupils between the socio-economic status of their locality of residence and the rate of matriculation examinees and those entitled to a matriculation certificate: the higher the status of the locality, the higher the rate of matriculation examinees and those entitled to a matriculation certificate (see Table 14). However, this correlation is less clear among immigrants than among those born in Israel (see Table 18).

Similar to those born in Israel, among immigrant pupils also, there are high rates of matriculation examinees and those entitled to matriculation certificates in rural localities, especially kibbutzim. Both among the immigrants and among those born in Israel, the rate of matriculation examinees and those entitled to a matriculation certificate among those studying in their locality of residence are higher than the rates among those studying outside their locality of residence (see Tables 14 and 18).

## SOURCES AND METHODS OF INVESTIGATION

Data in the general tables (1-6) on the characteristics of immigrants in the educational system are derived from the pupils file of the Ministry of Education, Culture and Sport for 2003/04, which includes pupils enrolled in schools at the following levels: primary, intermediate and secondary schools (including Grades XIII and XIV).

Data on matriculation examinees and those entitled to a matriculation certificate are based on the matriculation examination file of the Ministry of Education, Culture and Sport for 2003/04.

Data on dropping out are based on matching records, by identification number, of pupils files from consecutive years. The file of origin is updated to the end of 2003/04, and the target file is updated to 2004/05. These files are administered by the Ministry of Education, Culture and Sport.

In both the files of origin and the target files, the student records include dates of entry and of leaving the school, with codes identifying the school. A pupil who drops out is one who is included in the 2003/04 file, but not in the 2004/05 file; or one who is listed in the 2003/04 file as having left school prior to the 30<sup>th</sup> of June (see also "Definitions and Explanations").

The population surveyed in the tables on dropping out includes all pupils from Grades IX-XII in schools supervised by the Ministry of Education, Culture and Sport.

## DEFINITIONS AND EXPLANATIONS

**Population:** In this publication, the survey population is "Jews and Others", except for Tables 13-18, in which the population is the Hebrew Education Sector.

**Immigrant:** In this publication, an immigrant is any pupil who is a Jew, a non-Arab Christian or without religious classification, who was born outside of Israel; including "immigrant citizens" and pupils who do not have the formal status of an immigrant. It is not impossible that this category may also include children of foreign workers and of diplomats.

**A person born in Israel, whose two parents are immigrants:** an Israeli-born pupil, whose two parents were born abroad, and who immigrated to Israel from 1990 on. This is based on the fields of "father's country of birth" and "mother's country of birth" in the pupils file of the Ministry of Education, Culture and Sport.

**A person born in Israel, one of whose two parents is an immigrant:** an Israeli-born pupil, one of whose two parents was born abroad, and who immigrated to Israel from 1990 on; and the other parent was born in Israel or immigrated to it before 1990. This is based on the fields of "father's country of birth" and "mother's country of birth" in the pupils file of the Ministry of Education, Culture and Sport.

**A person born in Israel, whose two parents are veteran Israelis:** an Israeli-born pupil, whose two parents were born in Israel or immigrated to it before 1990.

**The educational system** is the system supervised by the Ministry of Education, Culture and Sport (primary, intermediate and secondary schools). It does not include schools under the supervision of the Ministry of Industry, Trade and Labour.

**Dropping out:** A dropout is a pupil who leaves school, whether during the course of the school year or during the interim before the following school year, without transferring to another school in the system (see also "Sources and Methods of Investigation"). Therefore, a student is considered a dropout even if s/he has transferred to another educational institution, which is not under the supervision of the Ministry of Education, Culture and Sport (including institutions under the supervision of the Ministry of Industry, Trade and Labour), and even if s/he left Israel.

**Characterization of local authorities by socio-economic cluster<sup>1</sup>:** is based on the socio-economic index for local authorities developed at the Central Bureau of Statistics, based on

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<sup>1</sup> See Central Bureau of Statistics, "Characterization and Ranking of Local Authorities according to the Population's Socio-Economic Level in 1999, Based on the 1995 Census of Population and Housing", Publication No. 1118. Jerusalem, 1999.

analysis of selected social and economic variables. This index reflects the socio-economic level of each local authority.

The local authorities were classified into ten homogeneous clusters represented by the values 1-10. These values reflect their ranking by a direct ratio – the higher the value, the higher the socio-economic status of the local authority. The data in this publication relate to the local authority in which the student resides.

**Age:** Determined according to the pupil's age on the 31<sup>st</sup> of December of the survey year.