

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mrs. Jan Saltsman

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Heschel West Day School

(As it should appear in the official records)

School Mailing Address 27400 Canwood Street

(If address is P.O. Box, also include street address.)

Agoura

City

California

State

91301-2462

Zip Code+4(9 digits total)

County Los Angeles

State School Code Number* N/A

Telephone (818) 707-2365

Fax (818) 707-9052

Web site/URL www.heschelwest.com

E-mail jans@heschelwest.com

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature _____

Name of Superintendent _____

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____

Tel. _____

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Kim R. Cavallo

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. 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.
7. 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.
8. 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.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 0 Elementary schools
 _____ 0 Middle schools
 _____ 0 Junior High Schools
 _____ 0 High schools
 _____ 0 Other
 _____ 0 TOTAL
2. District Per Pupil Expenditure: _____ 0
 Average State Per Pupil Expenditure: _____ 0

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 6 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	5	11	16	7	0	0	0
K	9	17	26	8	0	0	0
1	17	14	31	9	0	0	0
2	22	18	40	10	0	0	0
3	18	14	32	11	0	0	0
4	16	13	29	12	0	0	0
5	15	10	25	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							199

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 1 | % Asian or Pacific Islander |
| 0 | % Black or African American |
| 2 | % Hispanic or Latino |
| 97 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 0 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	0
(2)	Number of students who transferred from the school after October 1 until the end of the year	0
(3)	Total of all transferred students [sum of rows (1) and (2)]	0
(4)	Total number of students in the school as of October 1	199
(5)	Total transferred students in row (3) divided by total students in row (4)	0.00
(6)	Amount in row (5) multiplied by 100	0

8. Limited English Proficient students in the school: 2 %
- | | |
|---|---|
| 4 | Total Number Limited English Proficient |
|---|---|

Number of languages represented: 2

Specify languages: English
Hebrew

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{7}{13}$ %
 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 categories.

<u>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>1</u>	Other Health Impairment
<u>10</u>	Deaf-Blindness	<u>2</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>0</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>5</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>7</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>7</u>	<u>1</u>
Support Staff	<u>5</u>	<u>0</u>
Total number	<u>36</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 $\frac{11}{1}$: 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	96 %	96 %	97 %	96 %
Daily teacher attendance	97 %	96 %	97 %	95 %	96 %
Teacher turnover rate	24 %	8 %	12 %	21 %	17 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

The high percentage of teacher turnover (11) is attributed to the relocation of the middle school, and the formation of a new middle school - Kadima Heschel West MS. 11 teachers transferred to the new institution.

PART III - SUMMARY

Heschel West Day School, established in 1995, is a coeducational, independent Jewish day school in the western corner of Los Angeles County. The School's socio-economic population is middle-middle-class. The School originally opened on a church site 14 years ago, but as enrollment grew, the School moved to its present location. With the rapid growth of the elementary school, a sixth grade was added. The total population of the school in grades TK through seven grew to 262 students. The lack of space for the middle school resulted in a unique community solution. In Fall 2007, the middle school combined with Kadima Hebrew Academy, in West Hills, CA, to form the Kadima Heschel Middle School, approximately ten miles from the current location.

Presently, Heschel West educates 199 students in grades TK through five, providing the finest secular and Judaic education. As a community day school, the School welcomes families from Jewish backgrounds and levels of observance. The mission of Heschel West is to develop committed, enthusiastic lifelong learners and leaders through innovative curriculum with a focus on critical thinking, community involvement, and the values of Judaism. To nurture responsible and involved members of the community, Heschel West engages students and their families in many local community outreach programs as well as in Israel. In every grade, throughout the year, students perform wonderful acts of kindness. For example, the first grade students raised money for Pups for Peace, an organization that purchases and trains bomb detecting dogs both in Israel and in California; third graders support an organization called Bookends, collecting books and donating them to underprivileged children; fourth grade students made blankets and stuffed backpacks for underprivileged children.

Heschel West is a true community. Faculty members, parents, and students describe a school environment that is close-knit, safe, and supportive. Within this warm and nurturing environment, teachers form a strong partnership with an engaged parent body to serve the best interests of all of the children.

Heschel West's campus includes a computer lab, multipurpose room, synagogue, science and resource room, three play yards, lower/upper sports field, and track. In 2003, Heschel West met its goal to become accredited by California Association of Independent Schools, Western Association of Schools and Colleges, and the Bureau of Jewish Education of Greater Los Angeles.

Fundamental to the School philosophy, Heschel West has developed a reputation for a superior program that features an emphasis on project-based and experiential learning that successfully engages children with a variety of learning styles. Over the past three years, the ERB scores have risen considerably, validating the success in creating and implementing a strong, integrated, experiential program.

Each child receives individual attention from a group of dedicated educators who utilize a variety of educational strategies and materials to meet the diverse needs of learners. The general studies program places emphasis on the prescribed core areas of reading/language arts, math, science, social studies, and technology. The Hebrew/Judaic Studies program imparts traditional Jewish values and strengthens students' connection to Israel. In both general and Judaic studies, there is a spiral curriculum, an integrated scope and sequence with established benchmarks for all grades.

The proof of Heschel West's success can be seen in the large number of students who excel in honors and advanced placement courses in other fine public and private high schools. Heschel West students are involved in many leadership positions in their schools.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

As required by the California Association of Independent Schools (CAIS) and the Western Association of Schools and Colleges (WASC), Heschel West students in grades three through five take the ERB annually, in May. The purpose of this standardized test is to evaluate the performances and needs of students as well as the School's educational programs. The ultimate goal is to support and enhance students' learning. The CTP IV is made up of standardized exams covering the following topics: Reading Comprehension, Verbal Reasoning, Vocabulary, Writing Mechanics, Writing Concepts, Mathematics, and Quantitative Analysis. As part of Heschel West's commitment to their students, it is important to ensure that the School has a wide spectrum of academic abilities, ranging from gifted to special needs students.

Heschel West was unable to break down test results among subgroups, as in 2007 Heschel West had 24 students in third grade, 24 students in fourth grade, and 20 students in fifth grade. Heschel West reports the performance in several different ways. Each student received a raw score, which was converted to a percentile rank as well as a stanine rank which is another method of how schools assign a ranking associated to a student's performance in relation to other national, suburban, and independent schools. Instead of using the typical bell-shaped graph, which represents the normal distribution from 0% to 100%, many schools use a stanine ranking from 1 to 9, which covers the entire bell-shaped graph. The conversion scale is: 9=96%-99%, 8=89%-95%, 7=77%-88%, 6=60%-76%, 5=41%-59%, 4=21%-39%, 3=11%-22%, 2=4%-10%, 1=1%-3%. Another way to interpret results, in order to classify performance, could be done in the following manner: stanines 7, 8, 9 are considered above-average performance, Stanines 4, 5, 6 are considered average performance, and stanines 1, 2, 3 are considered below-average performance.

After a careful analysis of the results of the CTP IV, it has been concluded that the fifth grade students who have taken the assessment test three consecutive years, have made significant improvements in their scores. In the Reading Comprehension portion of the CTP IV, the students achieved the following results: In 2006-2007, 60% scored above average and 40% scored average. In the Mathematics portion of the exam, 93% scored above average and 5% scored average. In the fifth grade there were five students who were alternatively tested, which represents 25% of the total students who took the CTP IV. These students were given extended time because they were specifically identified with learning disabilities. As required by State law and per parental request, these students were given extended time to take this test. In the Reading Comprehension portion of the CTP IV, the five students achieved the following results: In 2007, 40% scored above average and 60% scored average. In the Mathematics portion of the exam, 80% scored above average and 20% scored below average. 50% of fourth grade students scored above average in the Reading Comprehension portion of the test, while 46% scored average, and 4% scored below average. 67% scored above average in the Mathematics portion, 29% scored average and 4% scored below average. 54% of third grade students scored above average in Reading Comprehension, 42% scored average and 3% scored below average. In the Mathematics portion of the CTP IV, 70% scored above average and 30% scored average. All scores for third, fourth and fifth grades place them in the 50th percentile of national school norms.

2. Using Assessment Results:

In 2006-2007, Heschel West administered the ERB CTP IV to grades three through five. The ERB achievement tests provide information concerning learning progress and content fields. Administrators review all test scores to look for overall trends in the School and comparisons to the previous year's scores. In addition, using the data obtained from these tests, administrators and staff evaluate how successful the School has been in meeting the needs and overall performance levels of individual students. Individual longitudinal computerized graphs of student stanine scores and percentile ranks are maintained and updated annually. Heschel West uses the item analysis data, reviews each test category, and studies those areas where students exhibited strengths or weaknesses based on their performance. All scores of the various categories are converted to bar graphs for each student. Heschel West places the most current score with all scores obtained from previous years. Since all scores from previous years are presented as a bar graph as well, administrators and faculty members can monitor a student's progress and compare it to previous years by observing any upward or downward movement in the various bar graphs. Heschel West monitors the performance of classes and compares it to previous average scores of previous classes of the same grade. This information is then used by teachers, administrators, and various specialists in subsequent meetings wherein discussions are held about particular curricular issues. The student graphs are analyzed to note any significant patterns or trends.

performance. Test performance is compared to progress report achievement. Careful attention is given to students whose scores have changed significantly from grade to grade. Heschel West's staff and administrators identify weaknesses and strengths and make necessary adjustments and improve the current curriculum, purchase supplemental materials, and provide additional training for staff.

3. Communicating Assessment Results:

Student achievement is communicated in a variety of ways to the students, parents and school community. Students are provided feedback regarding achievement through cooperative learning, teacher conferences, the use of rubrics, peer assessments, and a variety of alternative assessments.

Parents receive feedback on their children's progress at three formal scheduled parent/teacher conferences. At that time, a narrative progress report that discusses their child's strengths and weaknesses is discussed with each parent. Parent/school partnership is critical for the success of the students at Heschel West. Ongoing communication through phone calls, emails, daily/weekly progress reports, notes, agendas, and various assignments ensure that communication between parent and the School is a constant place. Parents are encouraged to contact teachers or administration whenever needed via phone or personal meetings.

ERB test results are available for review by parents of fourth and fifth grade students, as the tests are administered to students in grades three through five. The dean of the upper elementary grades schedules appointments with parents to discuss test scores in detail. A specialist, hired by the School, provides a detailed analysis of ERB test results. This information is organized in order for the teachers to have a better understanding of the strengths and weaknesses of the students and the program. The results have been very useful in helping both teachers and parents establish realistic goals and expectations for each student. In the Fall, a summary of the results in math and reading, including the three year trend data for grades three, four and five, are publicized in our weekly school newsletter and presented at parent meetings.

4. Sharing Success:

Heschel West strongly believes in professional collaboration and benefits regularly from educational association memberships. The administration and staff participate in national educational groups such as RAVSAK (the Jewish Community Day School Network), California Association of Independent Schools (CAIS), and Partnership for Excellence in Jewish Education (PEJE). Membership in these organizations is invaluable as it facilitates constant contact with counterparts across the nation. Members of the administration and board have been presenters at past PEJE conferences discussing 'Best Practices' in Jewish day school education. Heschel West's board members actively consult with other school leadership and administrations to better maximize board development and fundraising. Two faculty members are recipients of the prestigious Milken Distinguished Jewish Educator Award. By receiving this honor, recipients have greater opportunity to collaborate with and mentor teachers at other schools. Heschel West has also been a training school for the DeLeT program, run by the Hebrew Union College Jewish Institute of Religion, which affords new teachers the opportunity to train in the classroom with veteran teachers as their guide. Additionally, faculty members network with other professionals and specialists outside the school community. The Principal belongs to the Bureau of Jewish Education School Council where administrators have the opportunity to share their schools' best practices, about cutting edge research, teaching methods and other topics that affect the learning community which they serve. Globally, we share our successes on the School website, and in community presentations.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Heschel West comprehensive core curriculum adheres to the California State Standards/Frarr across all grade levels and is aligned in scope and sequence throughout the year. The School has standards and criteria necessary to become accredited by CAIS, WASC, and the BJE through 2011. In addition, the School provides an experiential curricular program that reaches far beyond basic skill emphasis on the development of critical thinking, problem solving, and creative expression, the program helps students develop the skills necessary to decipher, substantiate, and analyze data. Heschel West's integrated curriculum provides opportunities to foster critical thinking skills through interdisciplinary connections.

Social Studies serve as the core through which all disciplines are integrated. In addition to the core Mifflin Social Studies materials, block play, dramatization and industrial arts (construction) play an important part of an experiential program. The Social Studies and Judaic Studies programs complement and enhance each other emphasizing the relationship between the social and behavioral sciences and religious studies, providing for a study of diverse cultures of the present and the past.

Mathematics: The math curriculum focuses on computational and advanced problem solving skills and the development of algorithms, number concepts and their interrelationship and applications in everyday life. In addition to a multi-text approach, (Harcourt Math, Sadlier-Oxford Progress in Math and Houghton Mifflin Steps) utilization of Marcy Cook materials, Math Their Way, computers and other supplemental materials, activities enhance students' understanding of concepts. A math specialist is available for consultative guidance.

Language Arts: Heschel West provides a daily comprehensive reading, writing, speaking and listening program aligned with state standards. Across the grades there is an emphasis on comprehension and higher level thinking skills. Narrative, expository, descriptive, and evaluative writing are introduced and reinforced through each content area and grade level. Each aspect of the writing process: brainstorming, drafting, editing, revising and rewriting, is integral to ensuring meaningful results.

Foreign Language: The study of Hebrew is required from Transitional Kindergarten through fifth grade. Transitional Kindergarten students learn Hebrew through a daily immersion program called 'Hebrew Immersion,' which continues in each grade. The spiral Hebrew curriculum incorporates speaking, reading, listening, and writing.

The Arts: An on-site art specialist uses a wide range of materials and techniques that enable exploration, experimentation, organization, and ultimate success in developing art skills. Creative and challenging projects, integrated throughout the grades, are designed to encourage and develop students' aesthetic responsiveness and expressive ability. Art history is juxtaposed with classroom instruction. Parent and community involvement through an Art Docent program that enables students to identify and appreciate major art influences and recognize and distinguish art and artists. A music specialist provides instruction twice-weekly, which includes singing, rhythms, music theory, notation, and recorder instruction. Content-based productions showcase student learning at the level, integrating language, social studies, drama, dance, art, and music.

Physical Education: A PE specialist teaches all grades. The PE program is designed to help students develop gross motor skills, foster self-confidence and promote the importance of physical fitness. Heschel West has its own soccer team that competes in the San Fernando Valley Private School League.

Technology: A computer specialist provides a standards-based curriculum for grades one through five. The School has a full wireless network and provides Internet access to every classroom. Computer in-services are offered to staff members. Technology is woven into the curriculum, including PowerPoint presentations by faculty members, Internet-based research, and website creation from the early grades on. The School has 25 computers and interactive smart boards. Every faculty member has access to a laptop.

2a. (Elementary Schools) Reading:

The emphasis placed on fundamentals in reading is articulated in a developmental skills sequence from kindergarten through second grade level. Kindergarten through second grade utilizes the Macmillan-McGraw Hill reading series, a phonetically based program. This is further supported by Sadlier Phonics, a strictly phonetic program that reinforces phonics in the early grades and fosters strong spelling techniques. Grades three through

utilize the Houghton-Mifflin Invitation to Literacy program, which provides outstanding literature and comprehension strategies and skills. In addition to these basal programs, the instruction of reading fundamentals is paired with the presentation of a variety of literacy genres including classic, current multi-cultural selections. Students study these works in literary circles, whole-class activities, small readings and presentations, performing arts, individual projects, and research. These various teaching methods are in keeping with the Heschel West philosophy of differentiated instruction. Individualized differentiation of instruction provides a vehicle for meeting the interests and abilities of the especially students and of those having difficulty. Teachers provide learning centers for students with different styles and levels of competence. The implementation of a multi-text approach provides different level content reading. Emphasis is also placed upon students' evaluation of literature through critical thinking problem-solving techniques based on Bloom's Taxonomy of Questioning. The Parent Organization sponsors an annual book fair that gives parents, teachers, and students an opportunity to purchase books for classroom and home.

3. Additional Curriculum Area:

In an effort to prepare students for a technologically sophisticated world, Heschel West employs Quantum Science. This science program consisting of a dedicated team of teaching specialists, not only meets but also exceeds the state content standards outlined in the California Science Framework. The program stresses major themes throughout the four science disciplines: Physical Science, Life Science, Earth Science, and Investigation and Experimentation. Quantum Science programs stimulate curiosity, foster appreciation of the natural world, teach problem solving and critical thinking, introduce students to modern technical skills, and help students develop scientific literacy and competency. Quantum Science lessons encourage students to observe, measure, collect and analyze data, make hypotheses, and draw conclusions. Students become scientists and learn that asking the right questions is more important than getting the right answers. Classroom teachers provide extended lessons that emphasize the connections between science and literature, math, social studies, and art to allow integration of all curricula. Consistent with the philosophy of the school, teaching is based on activities that engage both a student's mind and hands. Students participate, learn teamwork, and master a wide variety of assessment techniques. Wherever appropriate, the available technology is used to leverage the science program by providing students and teachers access to some of the most current research and on-line resources.

4. Instructional Methods:

The educational philosophy at Heschel West acknowledges and embraces the uniqueness of each variety of teaching approaches that are utilized in recognition of the wide range of students' learning styles and varying abilities. We emphasize the experiential and inductive approaches to learning. The experiential method is implemented through dramatic play, block simulation, projects, industrial arts, field trips, reenactments, debates, computer technology and other concrete experiences that facilitate the learner's developing ability to conceptualize. The inductive component is encouraged through student inquiry, exploration, and problem solving activities. Both methods require individualized and differentiated instruction, flexible grouping, with significant emphasis placed on the effectiveness of learning centers at Heschel West School. Directed lessons are taught to introduce new content to like learners. The School's on-site specialist provides students with remedial instruction and enrichment. Manipulative and visual aids are used to enhance the curriculum. Teachers aim to increase the involvement of their students and engage active participants in the learning process. Teachers implement both the curriculum and the philosophy of the School to enrich the learning experience of the student. The Administration actively fosters faculty diversification, which manifests in a blend of traditional and current teaching styles (e.g., discussion, role playing, and thematic integration). This approach is highly successful as reflected in Heschel West's ongoing alternative assessments and standardized testing results. The Administration encourages faculty to utilize current technologies to advance and leverage the curriculum they are teaching. Teachers are provided with some of the most current technological resources, including laptops and electronic boards connected to the Internet. These tools enable teachers to further advance their craft and open children's eyes to the possibilities that technology can provide to enrich their learning.

5. Professional Development:

At Heschel West, the Administration is committed to increasing the effectiveness and artistry in instruction and student learning. As a community of life-long learners, Heschel West supports ongoing professional training for all staff members. Throughout the year, teachers participate in professional development opportunities locally and abroad. Several faculty members participated in the Kivunim Seminar for Jewish day schools. They traveled for twelve days with 35 educators from across North America

expanding their level of understanding of the Jewish cultures of Turkey, Greece, and Israel. Other traveled to Las Vegas, NV for Mel Levine's three-day conference on differentiated instruction. The upper elementary grades participate in ongoing 'writing process' seminars with nationally recognized expert, Scott Purdy.

Before the opening of the school year, faculty and staff participated in a full day workshop, led by Norton, a learning and behavioral specialist, to develop better management and communication skills. This is an ongoing program, initiated this year, that enriches our school community and enhances communication skills at all levels. Additional in-service days are provided throughout the school year where time is spent on such topics as teacher effectiveness, integration, technology training, and alternative assessments. School members participate in two full-day professional development experiences sponsored annually by the Los Angeles Bureau of Jewish Education and California Association of Independent Schools. After attending conferences and seminars, teachers are asked to share their new knowledge with their colleagues. Collaboration, implementation, and reflection of new teaching methods all lead to improving student achievement of Heschel West students. Across the board, Heschel West teachers are committed to academic excellence.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables. Delete if not used.

1. Private school associations(s):

CAIS, WASC, BJE, RAVSAK, PEJE

(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No

3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u> 13250 </u>	\$ <u> 14500 </u>				
K	1st	2nd	3rd	4th	5th
\$ <u> 0 </u>					
6th	7th	8th	9th	10th	11th
\$ <u> 0 </u>	\$ <u> 0 </u>				
12th	Other				

4. What is the educational cost per student?
(School budget divided by enrollment) \$ 17852
5. What is the average financial aid per student? \$ 7121
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 9 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 25 %

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 4 Test CTP IV

Edition/Publication Year 2002 Publisher Educational Records Bureau

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested	24	16	22	28	15
Percent of total students tested	96	80	100	100	100
Number of students alternatively assessed	1	4	0	0	0
Percent of students alternatively assessed	4	20	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (LA) Grade 5 Test CTP IV

Edition/Publication Year 2002 Publisher Educational Records Bureau

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
Total Score					
Number of students tested	15	19	30	16	22
Percent of total students tested	75	83	100	100	100
Number of students alternatively assessed	5	4	0	0	0
Percent of students alternatively assessed	25	17	0	0	0
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	329	329	329	329	329
NATIONAL STANDARD DEVIATIO	18	18	18	18	18

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
Total Score					
Number of students tested	15	19	30	16	22
Percent of total students tested	75	83	100	100	100
Number of students alternatively assessed	5	4	0	0	0
Percent of students alternatively assessed	25	17	0	0	0
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	302	302	302	302	302
NATIONAL STANDARD DEVIATIO	26	26	26	26	26

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
Total Score					
Number of students tested	24	16	22	28	15
Percent of total students tested	96	80	100	100	100
Number of students alternatively assessed	1	4	0	0	0
Percent of students alternatively assessed	4	20	0	0	0
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	288	288	288	288	288
NATIONAL STANDARD DEVIATIO	21	21	21	21	21

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
Total Score					
Number of students tested	33	22	20	22	28
Percent of total students tested	100	92	100	100	100
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	8	0	0	0
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	317	317	317	317	317
NATIONAL STANDARD DEVIATIO	15	15	15	15	15

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
Total Score					
Number of students tested	33	22	20	22	28
Percent of total students tested	100	92	100	100	100
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	8	0	0	0
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	277	277	277	277	277
NATIONAL STANDARD DEVIATIO	17	17	17	17	17

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
Total Score					
Number of students tested	33	22	20	22	28
Percent of total students tested	100	92	100	100	100
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	8	0	0	0
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	277	277	277	277	277
NATIONAL STANDARD DEVIATIO	17	17	17	17	17