



בית ספר יהודי קהילתי

BOSTON'S JEWISH COMMUNITY DAY SCHOOL  
ANNUAL REPORT 2011/5771



JCDS

# OUR MISSION החזון שלנו



**The mission of JCDS, Boston's Jewish Community Day School, is to provide a premier education that:**

- nurtures each student's capacity for intellectual discovery and decision-making within a respectful, pluralist, bilingual Hebrew-English environment
- gives our graduates the ability to create their futures informed by Jewish values, texts and culture, and to make a difference in their communities and the world
- kindles the flame of lifelong learning in all its constituencies and serves as an inspirational model of innovative, effective and joyful teaching and learning beyond the school.

# FROM THE HEAD OF SCHOOL דבר המנהלת

*Shalom!* Welcome! It is my great pleasure to share with you in this Annual Report the successes of the past year at JCDS, Boston's Jewish Community Day School.

As the new Head of School at JCDS, I began my tenure in July. The achievements you'll read about in these pages took place before my leadership, under the guidance of the previous Head, Ruth Gass, to whom we are all indebted for this work. As I admired and explored the school last year, my own passion for this institution grew even stronger. I hope that reading this Annual Report will generate or deepen your own passion, too.

JCDS proudly enrolled more students than ever before in Fall 2010, and attracted so many more that Fall 2011 enrollment grew even higher. One reason: JCDS now attracts Middle School students who had not previously been in a Jewish day school. Research shows that day school attendance significantly increases commitment to Judaism in later years. We are proud to welcome these new students to JCDS, and we are working hard to ensure that we are serving these students well, even expanding our Hebrew program to include a beginner's course for them. Our teachers, the core of our school, care deeply about their students' futures. Moreover, the vibrant energy and communal

feeling of JCDS filters into the classroom, creating a joyful learning environment for each of our students.

We strengthen our already-outstanding academic and extra-curricular program every day. We recently secured a planning grant to design a Science, Technology, Engineering and Mathematics (STEM) curriculum. We increased our athletic offerings to include a competitive soccer team and a crew team. Our basketball teams continue to play well and expand their seasons.



Completing the Krupp Challenge to secure \$3 million for JCDS provides long-term strength. The breadth and depth of the gifts and pledges, of all sizes and from all segments of our diverse community, have transformed our school: money previously used to pay down our debt is now re-allocated to serving our students more directly.

As we look forward to another wonderful year here at school, I thank each of you for your generous support. With your ongoing commitment, we continue to cultivate lifelong learners who are ethically and civically minded contributors to their communities.

Kol tuv (All the best),

Dr Susie Tanchel  
Head of School

# FROM THE BOARD PRESIDENT דבר נשיא חבר הנאמנים



Dear Friends of JCDS,

Reflecting on the past year as President of JCDS, we have so many reasons to be pleased with the direction of this extraordinary school.

We matched the \$1 million challenge gift from Liz and George Krupp with \$2,074,000 in gifts and pledges three weeks before the deadline, raising a

total of \$3,074,000. Our community responded with enthusiasm and significant giving. Ninety-seven percent of current parent families gave. Grandparents, board members, alumni parents and community members also participated. Having achieved this significant fund raising milestone, we were able to reduce JCDS' mortgage debt, freeing funds to address the academic program, professional development and infrastructure. I would like to once again thank all 271 donors to the Krupp Challenge – your generosity will be felt for years to come.

Last year, year two of our Strategic Plan, we wanted to take an in-depth look at a central goal of our mission — to be an intentionally pluralist Jewish school and community. An expert committee, led by Rabbi Joel Alter, developed and carried out a thorough student, faculty and parent survey on pluralism at JCDS. The extensive data compellingly show the vitality of this defining aspect of our school: the remarkable diversity of our school families, the profound commitment we share to the educational mission of JCDS, and an extraordinary community that results when this diversity and this commitment come together in a spirit of mutual respect and lifelong learning. The survey results will enable JCDS to strengthen this distinctive organizing principle in new and more effective ways.

Our national Head of School search secured Dr. Susie Tanchel. Susie comes to us from Gann Academy where she served as Associate Head of School since 2005. She is widely recognized as an expert in teaching the Hebrew Bible, and has taught both elementary and high school teachers at Brandeis University. Susie is a wonderful addition to our community and brings new energy and excitement to the leadership of JCDS. Some of her priorities for JCDS are the professional development of teachers, new curricular initiatives, and strengthening pluralism.

Ruth Gass, our Head of School for five years, retired this past June. Ruth was dedicated to the success of the school and, among her many accomplishments, she increased enrollment by 30%, strengthened our math and science programs, and implemented our highly successful robotics program. We greatly appreciate the strong foundation she was so committed to building at JCDS.

What a year 5771 was for the JCDS community!

I want to express my sincere gratitude to our donors, trustees and other volunteers, families and staff for all they do to make JCDS an exceptional school. I especially thank the faculty whose talent and dedication continue to help our students excel academically in a caring and joyful environment.

As JCDS enters its 17th year, there is a feeling of new beginnings – a new era for our school. Even as we reflect on our accomplishments, let us look forward to our next challenges and achievements. Let 5772 be a time of fulfillment for us all.

Sincerely,

Alex Sagan,  
Board President

# OUR CORE VALUES ערכי היסוד שלנו



JCDS fosters curiosity, cherishes varied perspectives, engages students and welcomes every family as a partner. JCDS' **Intentional Pluralism פלורליזם** embraces families from a broad range of Jewish expression, practice, and belief through our shared traditions, texts, and language.

In JCDS' cutting-edge Hebrew instruction program, students experience and learn in both **Hebrew and English Throughout the Day עברית** in a single, integrated curriculum, which connects our teaching units across disciplines and between Jewish and General studies.

JCDS is a **Joyful Jewish Community קהילה** that learns and celebrates together in rich, colorful, and meaningful ways. The creative community spirit and school mission go well beyond the walls of JCDS, for events like life cycle celebrations, Shabbat meals, and weekend soccer games.

JCDS' course of study is rigorous and intentional, yet flexible and personalized. **Academic Excellence לימודים** is built on strong skills, citizenship, and Jewish literacy set in a nurturing and relaxed atmosphere.

At JCDS each child is known by the faculty and administration. A culture of caring teachers, parents, and peers supports the high aspirations of our hard working students. This **Whole Child נפש בריאה בגוף בריא Child** approach leads to students who grow to be the best version of themselves.



# HIGHLIGHTS FROM 2010-2011

## ארועים בולטים משנת תשע"א



### Pluralism and Whole Child

#### JCDS Middle School Students: Facing History and Ourselves

Our intentional pluralism reaches into the hearts and minds of our Middle School students through our collaboration with Facing History and Ourselves. Over a three year social/academic curriculum, students come to understand how one's own identity informs one's values, ideas, and actions. This program supports our commitment to the whole child, by nurturing each student's social, emotional and moral development.

The first year of the program begins with the overarching theme of Identity Development through which the students grapple with the question, Who Am I? These young adolescents then ponder further questions such as: How is identity formed? How do attitude and beliefs influence our thinking? To what extent are we defined by our social status, our ethnicity, and

our religion? How do we label and define ourselves, and how do we label and define others?

Students closely examine immigration through their own family stories throughout the second year of the program, entitled "Facing Fear and Meeting the Other." They come to recognize that although they are integral members of, and share in the same school community, their history and background are remarkably varied. From this recognition they ask: Does fear stem from the unknown? And, how do we break barriers and meet others on their ground? Through these discussions students simultaneously focus on understanding differences while considering different perspectives.

Facilitating a conversation where different opinions are encouraged and valued is one facet of us living out our pluralistic vision. Moreover, these discussions encourage the development of a student's moral compass which is part of our goal in serving the whole child.

Choosing to Participate, the third and final year, is when our young adolescents learn about people like Nicholas Winton, an every-

day British family man who single handedly organized the rescue of 669 (mostly Jewish) children from German-occupied Czechoslovakia. His story, and those of other quiet heroes, brings our students to the realization that each of them has the power to be the change they want to see and that we, as Jews, have an obligation to participate in, and live a life of *kedushah* קדושה (holiness). Each student completes Middle School at JCDS with the knowledge that even in a world of vast differences s/he has the power to make an impact.

### Academic Excellence

#### JCDS Students Deepen Their Learning Experience Through a Strategic Partnership with the Museum of Science



Very often an experience sparks the imagination and inspires a career or a lifelong passion. JCDS students are the beneficiaries of a generous anonymous grant, for an experiential and supplemental learning partnership with the Museum of Science (MOS) Boston and its staff – designed to create learning experiences that are educationally and personally expanding.

What may seem like an ordinary field trip to the museum is actually much more – it's a strategic coordination

between MOS exhibits and learning materials with core JCDS curricular units. For example, Gan Nitzan coordinated their annual study of butterflies with a spring visit to the museum's Butterfly Garden; fifth graders studying astronomy spent the night in the museum's planetarium; and middle school students immersed in the Facing History and Ourselves program at JCDS experienced the "RACE, Are We Really So Different?" exhibit. Students also worked with a curriculum developed by MOS "Engineering is Elementary," a supplemental curriculum piece that gave students an opportunity to create special engineering projects at JCDS, visit and work with MOS staff, and see science and engineering at work in the real world.



The real value of this generous grant is the potential to inspire a future entomologist, planetary astrologist, sociologist, industrial engineer, or who knows!

### Hebrew

#### Listening and Assessing Leads to Learning and Results!

JCDS uses the Proficiency Approach to Hebrew language acquisition, which means students use modern Hebrew throughout their school day through reading, writing, speaking and listening with comprehension. Quantifying results of language learning is always difficult, but by using a method developed by the American Council on the Teaching of Foreign Languages, called the Oral Proficiency Interview

(OPI), JCDS is able to determine language proficiency through an objective, measurable tool. The OPI compares a JCDS student's language ability to those of an Israeli child of the same age/grade. Using the data from the OPI over the past eight years has allowed Sharona Givol, Director of JCDS' Hebrew Learning Program, to significantly improve the teaching and learning of Hebrew language at JCDS and measure students' improvements. The percentage of Hebrew speaking eighth graders in 2003 measured 20% intermediate and 80% novice. By 2011, eighth grade percentages were

20% advanced and 80% intermediate.

By assessing both individual and whole class progress yearly through the OPI, the Hebrew Department can target specific areas and are able to make subtle but important changes in planning for next year's classes.

### Joyful Jewish Community Shavuot Celebration Embodies JCDS' Joyful Spirit

JCDS' Shavuot celebration models how, in celebrating the cycle of the Jewish year together, the JCDS community lives its core values. The celebration embodies four key components.

#### First Fruits

Shavuot is an ancient First Fruits festival. At school, our "produce" is our learning. At the end of the year, each student identifies in writing the best of his/her accomplishments from the past year (academic, social, athletic, etc).



### Mattan Torah

Shavuot is also *z'man mattan torateinu* זמן מתן תורתנו - the anniversary of when Jews recall God's giving of the Torah to the Jewish people at Mount Sinai. JCDS students learn *midrashim* on one of two themes. The first compares Torah to water (Torah sustains, Torah is universal, Torah is accessible...). The second teaches that mastering content is not the measure of learning and that process and preparation are essential ingredients.

### A River of Torah

As students enter the gym to share their accomplishments, they affix on a board a slip of paper on which they identify their "first fruits." As dozens of slips of paper assume their proper spots we see the image of a river of Torah being formed. At JCDS, we highlight the unique learning of each student; like the river formed above, together, we form a community of vibrant learners.

### Celebration

JCDS' practice is to do what is classically done at Shavuot on Israeli Kibbutzim: every one in the school weaves a garland of flowers to wear in our hair all day. Shavuot is, after all, a festival of the spring harvest! Finally, we became a river ourselves, dancing, rocking, and laughing in joyful celebration.

# SCHOOL FINANCES 2010-2011

## תקציב ביה"ס - שנת תשע"א

# SCHOOL FINANCES 2010-2011

## תקציב ביה"ס - שנת תשע"א

JCDS' fiscal year 2011 performance remains strong. Our school expanded enrollment from 181 in fiscal year 2010 to 199 in fiscal year 2011, at a time when many day schools were experiencing enrollment declines. Net tuition dollars are JCDS' primary source of revenue.

Combined with a growing enrollment, tight expense control allows the school to maintain a policy of only modest tuition increases. The fiscal year 2011 operating budget had a modest surplus without an impact on the high quality of the academic program.

This year's fundraising effort included the early completion of the Krupp Challenge Grant in which JCDS raised \$2.074 million and was matched by a \$1 million grant from the Krupp Family Foundation. Pledge collections to date allow the school to retire more than \$1.5 million in debt and reduce debt service payments by \$155,000 for fiscal 2012. The fiscal 2011 debt service was 16% of JCDS' budget and will be reduced to 12% for fiscal 2012. As payments from Krupp pledges are collected the percentage will be reduced further over the next 5 years.

The impact of the Krupp Challenge will be felt for years. JCDS, like other day schools, spends most of its funds on salaries and benefits. The reduction of debt service payments will fund needed increases in teachers' salaries and benefits as well as enrichment of our academic program.

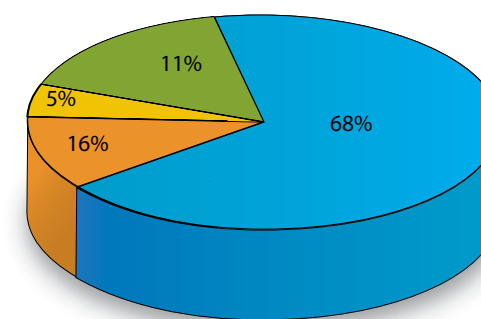
### STATEMENT OF FINANCIAL POSITION

ASSETS		
CURRENT ASSETS	FISCAL 2011	FISCAL 2010
CASH AND CASH EQUIVALENTS	1,019,278	712,511
ACCOUNTS RECEIVABLE	34,683	31,825
CONTRIBUTIONS RECEIVABLE	2,597,708	293,664
PREPAID EXPENSES	33,505	42,280
<b>TOTAL CURRENT ASSETS</b>	<b>3,685,174</b>	<b>1,080,279</b>
INVESTMENTS	188,201	188,055
LAND, BUILDING AND EQUIPMENT, NET	10,382,334	10,777,114
INTANGIBLE ASSETS, NET	142,377	150,752
<b>TOTAL ASSETS</b>	<b>14,398,086</b>	<b>12,196,201</b>
LIABILITIES & NET ASSETS		
CURRENT LIABILITIES	FISCAL 2011	FISCAL 2010
ACCOUNTS PAYABLE AND ACCRUED EXPENSES	45,387	57,456
EMPLOYEE WITHHOLDING PAYABLE	6,882	20,145
CUSTODIAL FUNDS PAYABLE	25,861	22,644
DEPOSITS PAYABLE	87,093	74,300
DEFERRED REVENUE	475,450	369,525
<b>TOTAL CURRENT LIABILITIES</b>	<b>640,673</b>	<b>544,070</b>
MORTGAGE NOTE PAYABLE	8,139,947	8,389,377
<b>TOTAL LIABILITIES</b>	<b>8,780,620</b>	<b>8,933,447</b>
NET ASSETS		
UNRESTRICTED	2,570,423	2,719,403
TEMPORARILY RESTRICTED	2,893,585	389,893
PERMANENTLY RESTRICTED	153,458	153,458
<b>TOTAL NET ASSETS</b>	<b>5,617,466</b>	<b>3,262,754</b>
<b>TOTAL LIABILITIES &amp; NET ASSETS</b>	<b>14,398,086</b>	<b>12,196,201</b>

### STATEMENT OF ACTIVITIES

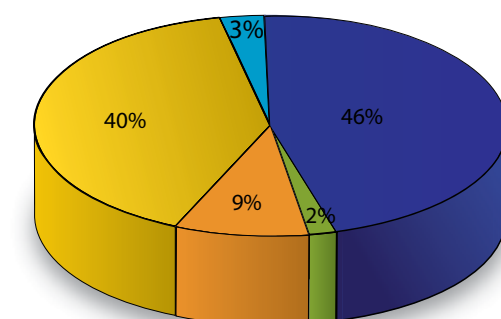
INCOME		
OPERATING REVENUES	FISCAL 2011	FISCAL 2010
NET TUITION & FEES	3,189,375	2,909,230
CONTRIBUTIONS (RESTRICTED, UNRESTRICTED & SPECIAL EVENTS, NET)	592,765	1,301,827
CONTRIBUTIONS KRUPP CHALLENGE	2,744,530	267,356
AFTERSCHOOL PROGRAM	112,688	96,295
GRANTS	186,088	188,271
OTHER INCOME	60,758	46,887
<b>TOTAL OPERATING REVENUE</b>	<b>6,886,204</b>	<b>4,809,867</b>
OPERATING EXPENSES		
PROGRAM SERVICES	3,220,026	3,094,631
GENERAL AND ADMINISTRATIVE	877,502	789,494
FUND RAISING	433,964	360,083
<b>TOTAL OPERATING EXPENSES</b>	<b>4,531,492</b>	<b>4,244,208</b>
CHANGE IN NET ASSETS	2,354,713	565,659
NET ASSETS, BEGINNING OF YEAR	3,262,754	2,697,095
NET ASSETS, END OF YEAR	5,617,467	3,262,754

Fiscal 2011 Expenses



- Salaries and Benefits 68%
- Debt Service 16%
- Supplies and Services 11%
- Facilities 5%

Fiscal 2011 Revenue



- Net Tuition 46%
- Contributions Krupp Challenge 40%
- Contributions 9%
- Grants 3%
- Other Income 2%

# GREAT DONORS & VOLUNTEERS MAKE THIS WORK POSSIBLE

בזכות נדבנים ומתנדבים  
עבודתינו מתאפשרת



## Matters of Taste

JCDS held its annual signature fund raising event, Matters of Taste, on Sunday, March 27, 2011. This mission-driven event raises money for the JCDS Flexible Tuition Fund. This sparkling evening reflects our school's pluralism; in the range of topics discussed by our diverse group of special guests, in the variety of culinary delights served, and in the gracious host families who open their homes to individuals choosing to "nourish their bodies and enrich their minds."

**Save the date for this year's Matters of Taste: Sunday, March 4, 2011.** Please visit [www.mattersoftaste.org](http://www.mattersoftaste.org) for additional information.

## Made Possible by You

JCDS is pleased to have donors that care enough to give generously to an array of curriculum areas. One significant gift last year allows three more grades to be part of the robotics initiative that teaches students basic programming language and engineering design in order to build a robot. This was a highly successful pilot at JCDS that provides students with intellectual adventure, collaborative work experience and an opportunity to make interdisciplinary connections – an important goal in a JCDS education. Students in Grades K – 5 were able to take advantage of this extraordinary program last year and able to do so again in 2011 – 2012.

Another donor kindly agreed to continue their significant giving, which is focused on helping JCDS become a flagship school in math and science education. With their gift, the school provides professional consulting and support for our math teachers and is able to purchase necessary classroom materials and teaching kits.

We are grateful for our many dedicated volunteers who provide invaluable service and make our fund raising activities and events so successful. This past year the Krupp Challenge volunteers excelled in their task to raise \$2 million. We also greatly appreciate all the individuals who help with our athletics and afterschool programs. We could not do Matters of Taste or Grandparent/Special Friend Day without the Chairs and volunteer teams who help make these events enjoyable. Our children benefit greatly from the many wonderful volunteers who give of their time, passion, and energy to help JCDS.

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# THANK YOU FOR YOUR SUPPORT תודה רבה עבור תמיכתכם

Your donations to the JCDS Annual Campaign underwrite academic programs, professional development for JCDS faculty and staff, and the flexible tuition fund that welcomes a diverse range of families into this community.



## \$50,000 and over

Anonymous (1)  
Joanne and Paul Egerman  
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## \$18,000 - \$49,999

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# THANK YOU FOR YOUR SUPPORT

## תודה רבה עבור תמיכתכם



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Thank you to Liz and George Krupp, who inspired us all with their Krupp Challenge. *Kol hakavod* to all who helped us meet our goal of raising \$2 million, so that we could secure the \$1 million match from the Krupps. Two hundred and seventy-one donors participated in this community-wide effort, including nearly all 118 current JCDS families, as well as many alumni families, grandparents and community friends. The generosity of each donor will resonate throughout the daily lives of our students, faculty and staff now and into the future.



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