

# Town Hall #8

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December 2, 2019.

# Visiting Students:

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Shalom Elyaszadeh

Shira Elyaszadeh

Gideon Fishman

Jonathan Gao

Avigayil Kaplan

Elishai Khoobian

Temma Kirshbaum

Ethan List

Julia Nahmod

Natanel Shabtay

Tomomi Shaw

Ilan Teboul

Natalie Lahmany

Josh Ross

# Meme of the Week:

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## COLUMBIA SCHOLASTIC PRESS ASSOCIATION

CSPA is an international student press association, founded in 1925, whose goal is to unite student journalists and faculty advisers at schools and colleges through educational conferences, idea exchanges, textbooks, critiques and award programs.



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[HOW WE CAN HELP](#)

[AWARDS FOR STUDENT WORK](#)

[HONORING PEOPLE](#)

[CONVENTIONS AND WORKSHOPS](#)

[Home](#)

### 2020 - Awards For Student Work Crown Awards - Scholastic Recipients

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NEW YORK, NY – The Columbia Scholastic Press Association announces its Finalists for its Crown Awards.

The Crown Awards honor top student publications chosen from CSPA's members. Crowns are selected for overall excellence in a head-to-head comparison. Student publishing in news, magazine, yearbook or digital (online) formats are all-eligible. During Crown consideration, publications are judged on their excellence as shown by their design, photography, concept, coverage and writing. A total of 1,145 publications were eligible for judging.

Crown Finalists are actual winners, not nominees. Some will be announced as Gold Crowns; the rest are Silver Crowns. Final results will be announced and presented at the CSPA ceremonies in March 2020.

# Boiling Point Awards:

CSPA COLLEGE/SCHOLASTIC HYBRID NEWS CRITIQUE - THE BOILING POINT - Page 19

## OVERALL COMMENTS

RESPONSE NUMBER: 83209825

PLEASE PROVIDE YOUR OVERALL FEEDBACK REGARDING THE MAGAZINE.

- This publication is astounding to me. Fully extracurricular, at such a small and specialized school, yet with coverage, design, and writing that rivals journalism programs that are fully curricular over four years. The best feedback I can offer is anecdotal: I critiqued the print publication during a prep period at my own school, and students picked up issues to read. Soon they were on your website and animatedly discussing the content of stories. One savvy student said, 'I don't know why I'm so immersed in this, but I feel like I GO to this school after reading just a few stories.' That's how I felt after reading *The Boiling Point*—like I was connected to your school community. The pride your staff has in their journalistic work is obvious and much deserved. Keep up the outstanding work.



## Leaving lives behind, teens carry hope on trip to America

BY SIMONEFRANCO LIZ STANTY WRITER

KCE had removed their shoulder as a safety precaution in their first session. Ripped up as they walked.

Inward of marfanoid and Ashraf, they were discussing walking hardware on wheels now they wouldn't enter their own date and disappear. They're in the United States.

They spoke to the Boiling Point in Spanish, and their names were translated into English by Shalhevet's interpreter **Davidella Silva**. At the request of Ashraf's sister for Justice, my first name has been omitted for their protection.

**Eduan, age 17**

"Having a grey hair and grey shoes. Eduan Eduan says of the hair with his brother, who was wearing an American flag on his jacket, orange pants to look. They both smiled brightly at the volunteers who welcomed them.

An only child, Eduan had traveled for eight days from Guatemala, mostly on public buses. He described his journey as difficult, cold and tiring, and said he did not sleep much. "The worst part was on the way we searched," Eduan said. "There were a lot of dirty roads. There was no money each day so we had to sleep."

Once they reached the beach, they were put in a detention center where they stayed for about a week. "When we were taken by ICE," Eduan said, "they told us we were not allowed to have children on them. They told us we were not allowed to have children on them. They told us we were not allowed to have children on them."

He is okay with this practice, as he understands it is a

"a precaution to avoid any incidents occurring, as anything might happen, anything bad." ... "I was an Almond phone. It was small."

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**BOUNDED** Would be volunteers, mostly from Guatemala, at a town in a hot hot spot. Most are Evangelical Christians, as is fatherly. He is happy but it is a struggle for them to be behind, behind the words of the Boiling Point on a board of other spots.

## B'nai David volunteers travel to Phoenix to greet two busloads of asylum seekers on 'family parole'

Continued from the previous page

Mr. Ellis said, "There was a brother in our city that had some friends or some kind of son."

Peace Method used calling their families and arranging travel ... by train, by plane. They were families were schedule ... who could not afford to buy them the shoes would sleep on ... mattress provided for the church. If they did not have a place to ... go within two days, they would be sent to better homes.

As they moved, someone on the way would be with them ...

ing on board. "My uncle, my brother, especially at West ... had been around since then." ... "My family always had every opportunity to help the ... men," she said. "I was brought up that way. I was involved in ... a lot of church at Shalhevet, that was like the best thing I did ... in my life."

"The way we were treated here was the best part," Ellis said. "I was happy. "It was a blessing to know that God placed all these people ... here to help us, that He has provided for us and I will God ... also be providing things for us. I did not know that."

She said she felt blessed to be with them and that she ...

## Shalhevet suspends most basketball against Valley Torah

Completion of workshopping of information with Palm Springs before CIP. DM. 3th played 3 games in Torah

BY LARRY HARRIS, STAFF WRITER

Shalhevet was the first to make the ... "I was an Almond phone. It was small."

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**Noah Baum, Kaahini Jain, Kiana Tavakoli**

The Campanile

Palo Alto High School

Palo Alto, California



**Zev Kupferman**

The Boiling Point

Shalhevet High School

Los Angeles, California



**Alieu Jagne**

The Lair

Shawnee Mission Northwest High School

Shawnee, Kansas



**Noah Ginsberg**

Red & Black

Lawrence High School

Lawrence, Kansas



A huge gush of water from a burst city pipe poured through a basement wall and into a storage room early this morning, overflowing into two basement levels of Shalhevet, flooding all basement classrooms and hallways, and closing northbound Fairfax Avenue during the morning rush hour.

Classes were relocated to rooms on the second and third floors.

The water in the lowest storage room was 19 inches deep at 2 p.m., while the classrooms and school hallways, about a foot higher in elevation, were about 3 inches under.

Viewed from the stairway next to the elevator, the main hallway looked like a canal with doorways opening into classrooms







## So Cal Jewish Sports Hall of Fame

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[New Inductees](#)

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[High School Award](#)

[Malamud Scholarship](#)

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### Allan Malamud Memorial Award

When Los Angeles Times Sportswriter and Hall of Fame Inductee Allan Malamud passed away in September 1996, many of his friends, led by Hall of Fame sportswriter Mitch Chortkoff, established the Allan Malamud Memorial Award.

The award is a scholarship presented periodically to a high school or university student planning a career in print or broadcast journalism. The SCJSHOF administers scholarship fund.

A highly respected journalist for the Los Angeles Herald-Examiner for 25 years before joining the L.A. Times in 1989, Malamud's daily "Notes On A Scorecard" column was a favorite of Southern California sports page readers.

Allan Malamud was born and raised in L.A., and was a graduate of Los Angeles High School and the University of Southern California.



**Allan Malamud**

2018 Jack Dorfman – [El Camino Real](#)

2017 Henry Vogel – [Harvard-Westlake High School](#)

2015 Alec Nelmand: – [Chaminade Prep High School](#)

2014 Elijah Zabludoff: – [St. John Bosco High School](#)

2011 Andrew Kallick: – [Brentwood School](#)

2010 Isaac Rosenthal: – [Venice High School](#)

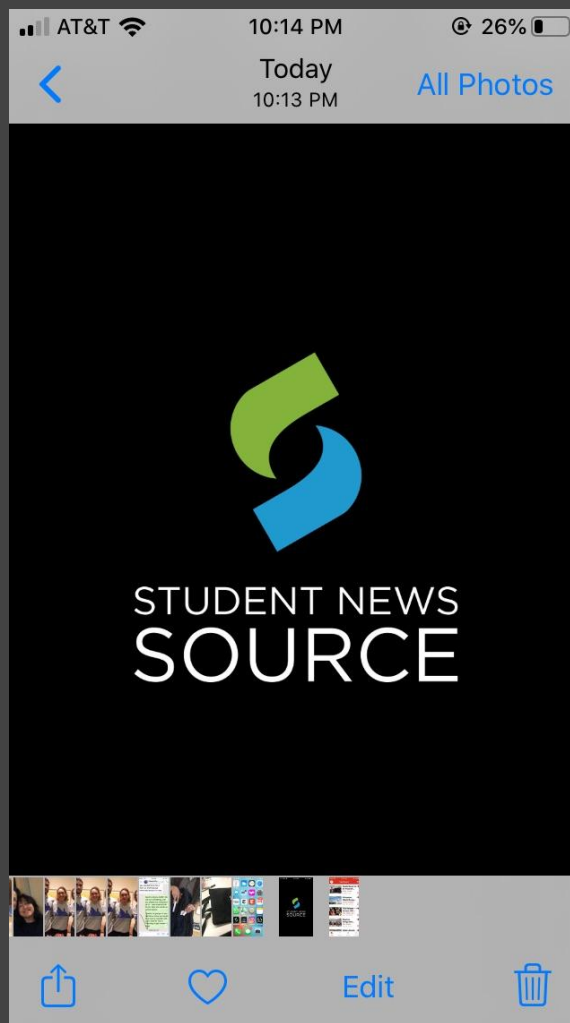
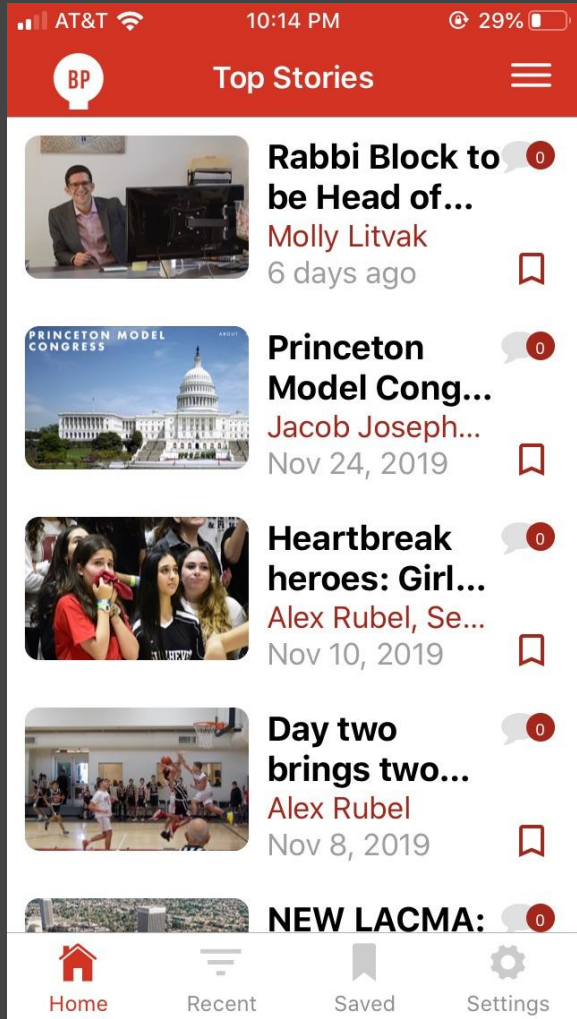
2004 Steven Dunst: – [Harvard Westlake High School](#)

2003 Matthew Kaplan: – [Claremont High School](#)

2001 Nevin Barich: – [Cleveland High School](#)

2000 Aaron Levine: – [Calabasas High School](#)

1997 Rich Hammond: – [Narbonne High School](#)



# Standardized Testing

# Why do we have the SAT & ACT?

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- To measure “college preparedness.”
- By combining an SAT / ACT score with high school GPA, you can correlate how well students will do in college... but the tests only slightly improve the indication.
- However, GPAs are different across schools in format, inflation, and rigor.

*We need a “standard:”*

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**“ACT scores provide a common, standardized metric that allows colleges to evaluate students who attend different high schools, live in different states, complete different courses with different teachers and receive different grades on a level playing field,” -  
Statement from ACT**

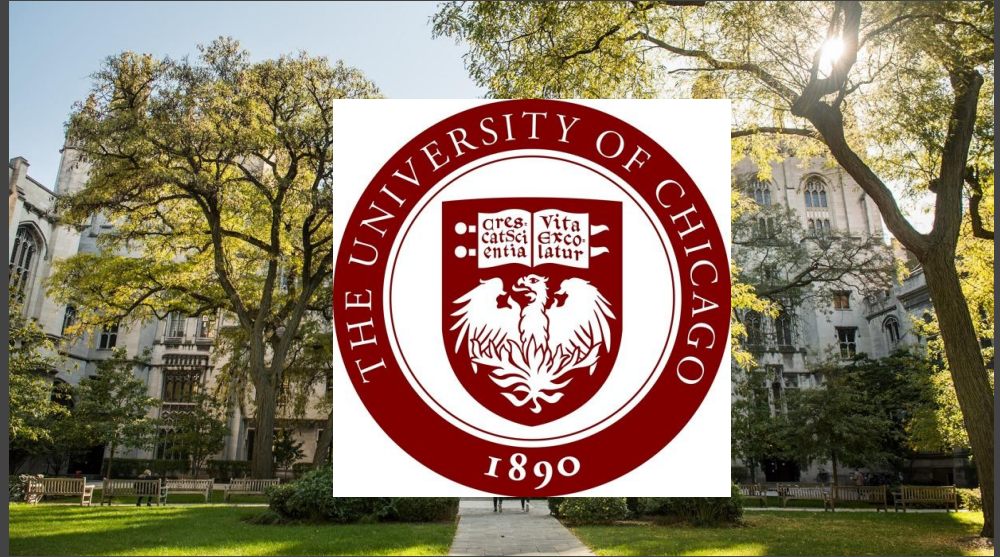
# “Test Optional”

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- Many colleges are moving away from testing, because of the potential socioeconomic barriers of requiring high test scores.

# “Test Optional”

- UChicago and other schools have “test optional” policies.
  - UChicago is seeing no dips in how well students are performing.
  - Roughly 15 percent of admitted students this past year did not submit scores.
- The University of California system, just last week expressed they are probably moving away from requiring testing.



“I’m very much in favor of doing away with the SAT or ACT as a requirement for application,”

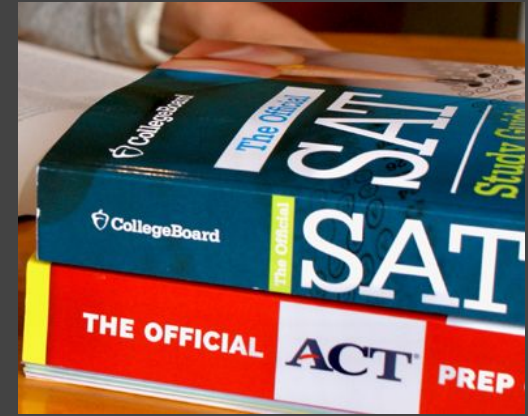
- UC Berkeley chancellor, Carol Christ.

# *Tutors & Prep:*

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- The average Shalhevet ACT is a 28/29, SAT is 1320, while the national averages are a 21 ACT, and 1060 SAT.
  - College counselling estimates the average Shalhevet family spends 3-4 thousand dollars on test prep and purchasing materials.





## *Initial Question: Is it positive?*

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- Is standardized testing worth it?
- Do the positives outweigh the negatives?
  - Or vice-versa? Why or why not?

## *Prep / Tutor culture:*

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- What are the potential moral downsides with tutor culture?
- Is it possible to create a level playing field?
- Is this system the “best worst”? As in, it’s not great, but it’s the best we have?

## *The culture of testing:*

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- How can we as students create a more positive culture of testing?
  - One that assures students don't feel defined by their scores?
    - "You aren't your scores."
  - Or is this just an inevitable part of any competition?

# Having *ONE* test:

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- Why should everyone take the same exam?
  - Colleges used to train academics, now everyone goes:
  - Is it time for an updated multi subject testing culture?
    - Or should we stick with a single standardized exam that quantifies specific cores of American education?
  - Should we be like other countries and have specific entrance exams for certain subject areas?

# It starts early:

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- Some families don't speak English at home, if you aren't exposed to as many words or reading skills as a child, you might not do as well on these *skill* based exams.

# *A shift in testing:*

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- “It is about doing the RIGHT thing,” Nondorf wrote in an email. “Which is helping students and families of all backgrounds better understand and navigate this process and about bringing students with intellectual promise (no matter their background) to UChicago (and making sure they succeed here too!).”
- UChicago is seeing no dips in how well students are performing.
  - Roughly 15 percent of admitted students this past year did not submit scores.

## *The pressure:*

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“I often even asked myself who I was doing it for: the universities or to prove to myself that I am capable of succeeding on the exam? That feeling is one that these test-optional institutions are wiping away.”

- Yasameen Etami, valedictorian of her high school, now at GWU.

## *The culture of education:*

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- Do we need to quantify education?
- Can we quantify education? Is there one metric we can even use?



## *Numbers in action:*

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- South Korea tops education charts, and has a college admissions process almost solely based on one test, given once a year.
- Majority of South Korean teens say they have had suicidal thoughts, and a large majority of them cite school pressure as the reason.
  
- How can we create healthy competition without risking the destruction of adolescence by a test score?