

Agamim Classical Academy

# Annual Report

Academic Year

2022-2023





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K-8 PUBLIC ACADEMIC RIGOR & ACCELERATION  
DIVERSE STUDENTS VIRTUES UNIFORMS  
CLASSICAL LANGUAGES CRITICAL THINKING

Agamim is different from other schools—by design. At Agamim, we believe that what children read, write, memorize, and speak about matters. We use challenging and inspiring content to cultivate appetites for excellence, engaged citizenship, and lifelong scholarship. Our students come from all of the world, and each receives a rigorous, joyful, virtuous, classical liberal arts education designed to stimulate their minds and shape their hearts.



[www.agamim.org](http://www.agamim.org)

**AGAMIM CLASSICAL ACADEMY**

Strengthening the heart of our nation, one wise and virtuous scholar at a time.

# 1 Introduction

This annual report is written to document academic and fiscal accountability, innovative practices, accomplishments, and achievements at Agamim Classical Academy during the 2022-2023 school year. The annual report will meet the reporting requirements of the Minnesota Department of Education, Minnesota statutes, Section 124D.10, subdivisions 11 and 14, as well as the expectations of Agamim’s authorizer.

This report will be available to current and prospective families as well as Agamim staff and the community and will be posted on our website. Contributors to the Annual Report are Miranda Morton, Executive Director and BKDV Financial Management Firm.

# 2 Focus

Agamim Classical Academy provides students with a classical, liberal arts, challenging, and inspiring education. Classical education methods have been used across the world for over three thousand years, and students at Agamim inherit this tradition of scholarship and commitment to living with virtue. Our academic program provides students with a broad and deep base of content knowledge, balance between the humanities and the sciences so children are strong thinkers in both, classical language learning, formation of virtuous habits, and pride in advancing the principles of our American founding.

## Mission Statement:

Cultivate wise, grateful, and virtuous students dedicated to the pursuit of truth, beauty, and goodness for themselves and for our country.

## Vision Statement:

Strengthening the heart of our nation, one wise and virtuous scholar at a time.

# 3 Background Information

Agamim Classical Academy is a tuition-free, K-8 public charter school that is open to all children in Minnesota. Because of our small staff-to-student ratios, academic rigor, uniforms, and strong parent involvement, our public school feels more like a private academy.

Agamim opened as a K-4 school in the fall of 2015 in the city of Hopkins. Due to parent demand and rapid enrollment growth, in the fall of 2019, Agamim grew to a full K-8 academy in a new school location in the city of Edina.

Agamim Classical Academy has a charter agreement with the Minnesota Department of Education and is authorized by Novation Education Opportunities (NEO) in Eagan, MN.

## 4 Agamim’s Classical Education Philosophy

Classical education is a time-tested and systematic educational approach that has flourished for over three thousand years. Students in classical schools have strong content knowledge in a broad range of subjects and are trained to reason, write, and speak well. These young classical scholars understand and live by the ideals of truth, beauty, and goodness. This understanding is essential to preserving our republic and helping our nation’s people live joyful and meaningful lives regardless of a chosen profession.

Classical learning centers on the *Trivium*, a Latin word that means “three ways” and that describes the three core disciplines of a classical education: Grammar, Logic, and Rhetoric. They form the basis of the seven liberal arts that prepare students to thrive in a free society. Instruction in virtue is a critical counterpart to intellectual formation as it is not our only goal to educate people who are smart; we also seek to educate people who are good.

*A systematic, Trivium-based education looks like this:*

1. Amass a storehouse of facts in a broad range of subjects (Grammar stage)
2. Learn principles of logic to think analytically and abstractly and to synthesize facts across topics (Logic stage)
3. Apply facts, logic, and virtue to express original and coherent ideas on what is true, beautiful, and good (Rhetoric stage)

## 5 Authorizer Information

Agamim’s authorizer is Novation Education Opportunities. Novation Education Opportunities’ (NEO) authorizer application was approved by the Minnesota Department of Education in spring of 2010, granting NEO the ability to authorize charter schools. The Mission of NEO is to authorize and oversee charter schools through consistent, ongoing, and robust evaluation to achieve significant and measurable student growth. The Vision of NEO is to be a leading Minnesota Authorizer of innovative, diverse, and effective Charter Schools.

## 6 Agamim Recognitions & Milestones

Agamim Classical Academy students come from over 23 cities, 10+ home countries, and numerous cultural and economic backgrounds, and we are proud to give them all an excellent educational foundation in the classical tradition.

### **Accelerating Our Classical Programming Impact**

In this third year of the global pandemic, we are proud that our Agamim scholars continued to rise academically when so many schools were still seeing a decline or a plateauing in



their students' progress. In 2022-2023, we are pleased to report that Agamim was again recognized by our Authorizing Agency—Novation Education Opportunity—for exceeding the state MCA Spring Testing average in every subject for students in 3<sup>rd</sup>-8<sup>th</sup> grade and for demographic groups recognized by the MN Department of Education. We are grateful to our team for their dedication to seeing each child thrive intellectually and morally. We also are proud of our families for supporting their children's learning at home. With this dual commitment in place, our students continue to raise the bar of what is possible for them now and for their future.

### **National Spelling Bee Contestant from Agamim**

We are proud to announce that in 2022-2023 one of our Agamim third graders advanced to the national level of the Scripps Spelling Bee contest! This very special third grade scholar was the youngest student ever from Minnesota to advance to the national bee. Our entire school was overjoyed at each of his wins and was very proud to watch him during our all-school viewing party. We can't wait to see what next year brings for our spellers!



### **Agamim Parent Champions Fall Festival**

Our Parent/Guardian organization, the APC, held our first Fall Festival! The APC worked for almost a year building a very special event that included games, a dance party, photo booth, food and candy, and so much more. Many thanks to Ms. Bratton for championing this organization and giving our families many points of connection and leadership in our school. We are very proud of all they have accomplished in this very successful year launching events and Room Parents for Agamim.

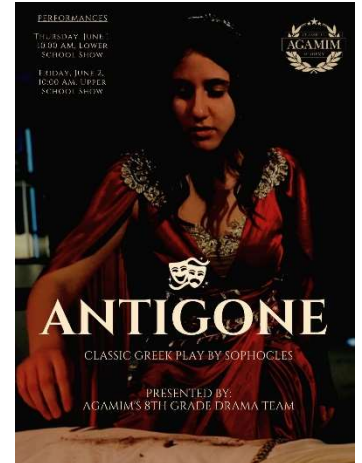
### **Patriot Sports and Clubs Grow**

Agamim was proud to expand our sports and club offerings in 2022-2023. We offered chess, Jump Club, Young Rembrandts, and Snapology Club all year long, and Agamim's first student-created newspaper learned a lot about how to put a newspaper together before publishing three issues. Our fall sports offerings were 5-8 Cross Country Team (first time competitive level), K-4 Running Club, and (new to Agamim) 5-8 Girls Volleyball Team. In the winter we showcased 5-8 Basketball Team, K-4 Basketball Club, and (also new to Agamim) 3-8 Dance Team. Spring offerings included a K-4 Soccer Club and 5-8 Soccer Team. With the donation of several brand-new ping pong tables, Agamim held a Table Tennis camp with a pro coach in the summer.



## Agamim Theater

In the spring, Agamim's eighth grade scholars staged the academy's second ever theater event—*Antigone*. The students held two performances for the School of Grammar and School of Logic audiences and did an Actor/Stage Crew question and answer session for their fellow students, K-8. Students learned techniques both for acting and for the technical disciplines of stage management, lighting, sound, and more. We are very grateful to our Classical Studies and Theater teacher, Mr. Sassoni, and to all the students, staff, and guests who helped develop our Agamim theater offerings for our School of Logic students and the school community.



## Alumni Get-Together

In February, a parent of an Agamim 8<sup>th</sup> grader designed an alumni/8<sup>th</sup> grader get-together with their families. Many alumni returned to Agamim to share with 8<sup>th</sup> graders what high school is like in grades 9-11 and to offer our current students the best advice and hopefulness. One of the most exciting surprise gifts of the night was seeing students, and their parents, who had lost touch after their children graduated being reunited again. We also received the most beautiful compliments from alumni who said they missed Agamim's close-knit family; shared that virtue really does matter and they missed a school that cared about their hearts as much as their minds; and they missed the hugs and everyone knowing them so well. We look forward to hosting this important event each year.

## Every Meal

Earlier in the summer of 2022, a former founding staff member contacted Agamim to see if we would like to become an [Every Meal](#) partner and help our students receive weekend, extended break, and summer meal kits. We were very thankful for the opportunity to connect our families to culturally-appropriate options for additional food. We also have been grateful to have a former staff member continue to look out for our scholars and help ensure we are preventing food insecurity and child hunger. This former staff member, an Agamim parent, and a volunteer for our landlord's parish community worked with Ms. Davis, our school social worker, to run this important program year-round.



## Travel Experiences

In the spring of 2023, under the leadership of Ms. Carlson (Agamim's Dean of Academic Interventions on special assignment as a Kindergarten lead teacher) and care of Mr. Menzies (Agamim history teacher), Agamim students from grades 6-8 traveled to Washington, D.C. for our first-ever nation's capital tour. Over the course of five days, students were able to see many important landmarks, visit the city's incredible network of museums, and learn from their guides so much

more about the places and people they have studied in class. They were delighted to visit the Tomb of the Unknown Soldier and see the Changing of the Guard ceremony, to recite the “Gettysburg Address” on the steps of the Lincoln Memorial, to stand at the feet of MLK and Frederick Douglass, and make so many other important memories together in the incredible city of D.C.

Earlier in February, five eighth graders traveled to Israel to meet up with many other eighth grade students in the Hebrew Public network of charter schools. The trip lasted for 14 days and was the first Israel Capstone trip Agamim scholars have taken since the beginning of the pandemic in 2020. We were excited to revive the trip and to see so many long-time Hebrew learners be able to take this trip of a lifetime together.

### **First 5-Year Strategic Plan & Fundraising Success**

In the fall of 2022, Agamim’s board of directors advanced our academy’s first five-year strategic plan, which outlines our plans for Agamim’s Enrollment, Facility and Finances, Academic Outcomes, Staffing, and Culture. The link to our Strategic Plan is [HERE](#). As part of our strategic priorities, Agamim set ambitious fundraising targets to help plan for our future while meeting the immediate needs and demands of a challenging enrollment year impacted by a global pandemic. Our goal for 2022-2023 was to raise \$100,000 to help build our fund balance account to have over 20% in reserves by 2025 for future goals and needs while also striving to keep the budget balanced, staffing at adequate levels for program goals, and satisfaction high for our students in the toughest, pandemic-affected years of our academy. We are proud to say that Agamim raised more than \$100,000 in fiscal year 2023. This generous support from our partners and school community sustained us during a lean time in our school’s development. Our annual Give to the Max and Fun Run were a huge success, and our Fun Run raised \$17,000 to go towards an Agamim Playground Fund!



### **School of Logic Dance**

Not since 2017 has Agamim held a school dance. A group of 7<sup>th</sup> and 8<sup>th</sup> grade student leaders worked with Ms. Morton to restart this important and very fun experience for our School of Logic scholars. Students in grades 6-8 donned semi-formal and formal attire and attended an Italian dinner party followed by a night of dancing. We were very grateful to the student leadership team and to the many staff members and parent chaperones who made this event possible once again for our hardworking Upper School students.

## **7 School Enrollment and Attrition**

In year eight, Agamim’s enrollment average was 255 students. Our students came from 20 cities in the Twin Cities’ Metro area and from several countries and they spoke over 23 home languages. This cultural diversity is a cornerstone of Agamim’s value for *E pluribus*



*unum* (Latin: “from the many, one”) and is what drives our classical mission of excellence for each student.

### 7.1 Agamim 2022-23 Yearlong Average Enrollment

**Kindergarten: 34**, two sections

**First Grade: 18**, one section

**Second Grade: 27**, one section

**Third Grade: 41**, two sections

**Fourth Grade: 27**, one section

**Fifth Grade: 39**, two sections

**Sixth Grade: 24**, one section

**Seventh Grade: 23**, one section

**Eighth Grade: 22**, one section

**Average Total Enrollment: 255 scholars**



### 7.2 Fiscal Year 2023 Enrollment Details

The list below describes the enrollment on October 1<sup>st</sup> (a statewide child count date) and the last day of school for Agamim Classical Academy’s Fiscal Year 2022.

<b>GRADE LEVEL</b>	<b>OCTOBER 1ST</b>	<b>JUNE 7<sup>th</sup></b>
<b>Kindergarten</b>	<b>34</b>	<b>35</b>
<b>First Grade</b>	<b>19</b>	<b>17</b>
<b>Second Grade</b>	<b>29</b>	<b>27</b>
<b>Third Grade</b>	<b>41</b>	<b>40</b>
<b>Fourth Grade</b>	<b>29</b>	<b>25</b>
<b>Fifth Grade</b>	<b>40</b>	<b>39</b>
<b>Sixth Grade</b>	<b>26</b>	<b>24</b>
<b>Seventh Grade</b>	<b>24</b>	<b>23</b>
<b>Eighth Grade</b>	<b>25</b>	<b>19</b>
<b>TOTAL</b>	<b>267</b>	<b>249</b>

### 7.3 Fiscal Year 2023 Student Attrition

During the 2022-23 school year, the school year registered 267 enrolled on October 1<sup>st</sup> and had a last day of school enrollment of 249. We saw a record year for transfers out of state and transfers for students who moved within Minnesota but far out of commuting and busing range.

## 7.4 Equal Opportunity to All Students

Agamim Classical Academy has worked hard to attract and retain a diverse student body that is reflective of our nation. The American value of *E Pluribus Unum* is alive and well as our student body comes together from all economic, racial, and ethnic backgrounds to receive a common educational foundation and shared cultural literacy that is enriched by students' broad backgrounds and family traditions. We also create curricular programs and student supports to ensure students have equal opportunity to access and thrive in our school. **Below is our demographic composition for the 249 students who attended Agamim on the last day of the 2022-2023 school year:**

FREE AND REDUCED MEALS TOTAL	SPECIAL EDUCATION TOTAL	ENGLISH LEARNERS TOTAL	CAUCASIAN TOTAL	BLACK/AFRICAN AMERICAN TOTAL	HISPANIC/LATINO TOTAL	AMERICAN INDIAN/ALASKAN NATIVE	ASIAN TOTAL	TWO OR MORE RACES TOTAL
93	52	40	113	54	10	5	32	35
37%	21%	16%	45%	22%	4%	2%	13%	14%

\*Not on the table: 133 were male (53%); 116 were female (47%)

## 8 Governance and Management/Administration

Agamim's board of directors consisted of nine directors in the 2022-2023 school year. The board meets each month, and all members have completed required training in governance, employment, and finance.

### 8.1 Board of Directors, National Partners, and Charter Authorizer

#### OFFICERS:

Alyssa Bryan—Board Chair & Parent Member  
 Keri Grafing—Vice Chair & Parent Member  
 Tom Lockhart—Treasurer & Community Member  
 Lisa Loveless—Secretary & Parent Member

#### REGULAR MEMBERS:

Elizabeth Barrios—Community Member (shared year)  
 David McCarthy—Teacher Member  
 Lucas Menzies—Teacher Member  
 Craig Petersen—Parent Member  
 Ilan Sharon—Community Member (shared year)  
 Andrew Weig—Parent Member

\***Hebrew Public** in New York City is a partner organization with Agamim Classical Academy in addition to seven other public charter schools nationwide. Hebrew Public can be reached at [info@hebrewpublic.org](mailto:info@hebrewpublic.org).

\***Agamim Classical Academy is authorized by Novation Education Opportunities (NEO)**. NEO's Executive Director can be reached by email: [executive.director.neo@gmail.com](mailto:executive.director.neo@gmail.com).

## 8.2 Administration

Miranda Morton is the founding Head of School and Executive Director for Agamim Classical Academy. She has over twenty years of experience teaching and leading in classical education. Ms. Morton began her educational and nonprofit leadership work as an AmeriCorps member in Wisconsin, first serving in a school and then in the American Red Cross. She then became a teacher for 7th and 8th grade English, science, and art history at a classical charter school in Appleton, Wisconsin. In 2008 she moved into a leadership position at Nova Classical Academy in St. Paul, Minnesota where she served first as Director of the Lower School and then Director of the Upper School. Ms. Morton has extensive experience in classical pedagogy, instructional coaching, and student advancement; of classically-aligned curricula including Core Knowledge, Saxon Math, Singapore Math, Reading and Spelling Mastery, and Zaner-Bloser; of Special Education, Title I, Multilingual Learning, MTSS, and ADSIS program design; and of operational leadership in non-profit finance, health and safety planning, and charter school law and practices. Ms. Morton holds a Bachelor of Arts Degree in Art History and Art from Lawrence University and a Master of Arts Degree in Educational Leadership from Cardinal Stritch University.

## 8.3 Executive Director Responsibility and Development Plan

The Executive Director is the sole direct report to the Agamim Board of Directors.

- 1. As instructional leader, value and uphold the tenets of a classical education and be looked upon to embody and model the character traits most valued at the school*
- 2. Develop, refine, and disseminate Agamim's vision to and with the board, as well as to the administration, faculty, parents, and students*
- 3. Provide leadership, supervision, and evaluation of the instructional program*
- 4. Direct the school's financial management and oversee fundraising efforts*
- 5. Oversee the implementation of the long-term strategic planning of the school*
- 6. Oversee student recruitment by meeting with and attracting families*
- 7. Develop and implement a plan to attract, recruit, and retain outstanding, qualified teachers*
- 8. Oversee the assignment, evaluation, and development of the teaching staff*
- 9. Oversee student discipline by working with faculty*
- 10. Oversee curriculum selection, implementation, evaluation, and development*
- 11. Maintain accountability for daily school operations including accounting, building maintenance, lunch program, utilities, and more*
- 12. In collaboration with the Board, work with the school's legal counsel and official authorities to ensure state and federal compliance in policy, procedure, and practice.*

## 8.4 Executive Director Professional Development

During the 2022-2023 school year, the Executive Director participated in and led many professional development activities in classical education, fundraising, American public education and patriotism, virtue and ethics, federal grant writing, board leadership, Modern Hebrew instruction, and curriculum development and implementation. The Executive Director and the Board of Directors also took training together on “Building Strong School Board and Leadership Team Relationships,” which was especially important during an especially complex year of educating children in a pandemic and responding to social needs and issues stemming from this challenging time. These trainings for school leadership are critical to ensuring the successful delivery of Agamim’s classical mission and vision.

Also in the 2022-2023 school year, the Board of Directors partnered with the Executive Director to continue to refine performance standards for School Leadership development and recognition. These standards are derived from MN State Statutes for Board Member Governance in evaluating and partnering with the Executive Director. They also give formal structure to helping the school remain focused on the academy’s priorities, especially when there are increasing and extraordinary demands placed on school leaders and boards during this time of pandemic. The standards are:

### **AREA ONE**

**ORGANIZATION, INSTRUCTION, AND ASSESSMENT**

### **AREA TWO**

**HUMAN RESOURCES AND PERSONNEL MANAGEMENT**

### **AREA THREE**

**FINANCIAL MANAGEMENT**

### **AREA FOUR**

**LEGAL AND COMPLIANCE MANAGEMENT**

### **AREA FIVE**

**EFFECTIVE COMMUNICATIONS**

### **AREA SIX**

**BOARD AND COMMUNITY RELATIONS**

### **AREA SEVEN**

**PERSONAL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT**



## **9 Staffing**

Agamim Classical Academy employed 46 employees during 2022-2023, including 18 licensed teachers, 2 licensed teaching aides, 6 licensed administrators, 3 additional non-licensed administrators or program leads, 3 student success specialists, and 14 paraprofessionals. Agamim contracts with several individuals and agencies for many specialized services, including school nurse and special education service providers.



## 9.1 Agamim Classical Academy Faculty 2022-2023

### **Administration (10):**

- Miranda Morton, Head of School and Executive Director, MN File Folder #438376
- Surbhi Madia Barber, Director of Culture and Engagement, MN File Folder #424422
- Kris Boulden, Food Service Coordinator
- Sarah P. Carlson, Dean of Academic Interventions, MN File Folder #464709
- Michelle Davis, Licensed School Social Worker, MN File Folder #515805
- Jacqueline Donofrio, Dean of Special Services, MN File Folder #450494
- Sutton Rehwaldt, Dean of Teaching and Learning, MN File Folder #509971
- Jo Ward, Dean of Behavior Interventions (Special Services)
- Carrie Warosh, Office Manager
- Suzanne Fenske, Dean of Admissions and Operations

### **Licensed Faculty (21), Instructional Aides (0):**

#### Kindergarten:

Sarah P. Carlson, MN FF#464709  
Alyssa Heurung, MN FF#1012782

#### First Grade:

S1 Emily Grabow, MN FF#1016264  
S2 Sarah Hemstad, MN FF#

#### Second Grade:

Adaira Hagemeister, MN FF#1006136

#### Third Grade:

Kalli Teply Schmidt, MN FF#1006157  
Ryan Lucas, MN FF#1020694

#### Fourth Grade:

Elisabeth Maydew, MN FF#1017319

#### 5-8 Latin:

Idan Sassoni, MN FF#1025806

#### 5-8 History:

Lucas Menzies, MN FF#499905

#### 5-8 Language Arts:

Elizabeth Scobbie, MN FF#1005200

#### 5-8 Science:

Cole Mathison, MN FF#1019809

#### Fine Arts Teaching Aide:

Jennifer Sporcich, MN FF#1021534  
Rae Paulson, MN FF#1025673

#### Hebrew:

Dana Salomon, MN FF#1010003

#### Special Education:

Emily Grabow, MN FF#1016264  
Lauren Lawler, MN FF#1021128  
Tiffennie Tolkinen, MN FF#1011348

#### ML:

Thomas Haggerty, MN FF#1006481

#### Title I:

Miranda Kane Plaisance, MN FF#494320

#### ADSIS Interventionist:

David McCarthy, MN FF#505403

### **Paraprofessional Staff (5):**

Riki Eshet Askarov  
Colleen Cole  
Kelsey Heino  
Teal Lamusga  
Leah Lawler

### **Student Success Specialists (4):**

Brett Bowles  
Anne Glover  
Artez Hutchinson  
Zarae Jackso

## 10 Finances: Executive Summary

Agamim Classical Academy's 2022-2023 year-end results ended with a positive \$1,684,831 cumulative fund balance. The school raised \$115,760.48 in contributions in our seventh year of operations and during a pandemic. The school's finances have been audited, and final results of the audit reported no findings. Below is an activity summary:

- Revenues of \$5,153,297
- Expenditures of \$4,283,023
- Annual Surplus of \$870,274
- Annual Loss—Transfer out: \$59,677
- Cumulative Projected Fund Balance of \$1,436,431 or approximately 33% of total current year expenditures
- Average Daily Membership for 2022-2023 was 255 students in grades K-8. (Prior year Average Daily Membership was 272 students in grades K-8.)



The 2022-23 audited financial summary is attached as Appendix A.

## 11 Academic Performance

Agamim Classical Academy students take standardized testing throughout the school year. Students in grades K-8 take the NWEA MAPs tests in reading and math in the fall, winter, and the spring, and students in 3<sup>rd</sup> through 8<sup>th</sup> grades take the Minnesota Comprehensive Assessments (MCAs) in math, reading, and science (Grades 5 and 8 only).

### 11.1 MCA Overall Results – Spring 2023

Data included in this Annual Report:

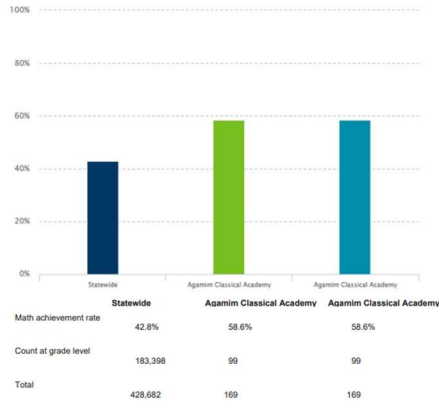
- **MCA MATH 2023 – Proficiency:** How many students are at grade level mastery in math
- **MCA READING 2023 – Proficiency:** How many students are at grade level mastery in reading
- **MCA MATH 2023 – Progress:** Are students improving or maintaining achievement levels in math
- **MCA READING 2023 – Progress:** Are students improving or maintaining achievement levels in reading
- **MCA SCIENCE 2023 – Proficiency:** How many students are at grade level mastery in science in grades 5 and 8

**AGAMIM: MCA MATH 2023 - Proficiency:**  
**How many students are at grade level mastery in math**

Minnesota Report Card  
 North Star Academic Achievement: How many students are performing at grade level?  
 Agamim Classical Academy Agamim Classical Academy  
 Year: 2023 Demographics: All Students



**Academic Achievement Rate**  
 Math achievement

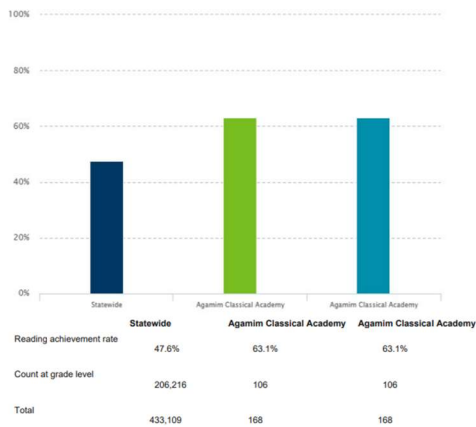


**AGAMIM: MCA READING 2023 - Proficiency:**  
**How many students are at grade level mastery in reading**

Minnesota Report Card  
 North Star Academic Achievement: How many students are performing at grade level?  
 Agamim Classical Academy Agamim Classical Academy  
 Year: 2023 Demographics: All Students



**Academic Achievement Rate**  
 Reading achievement



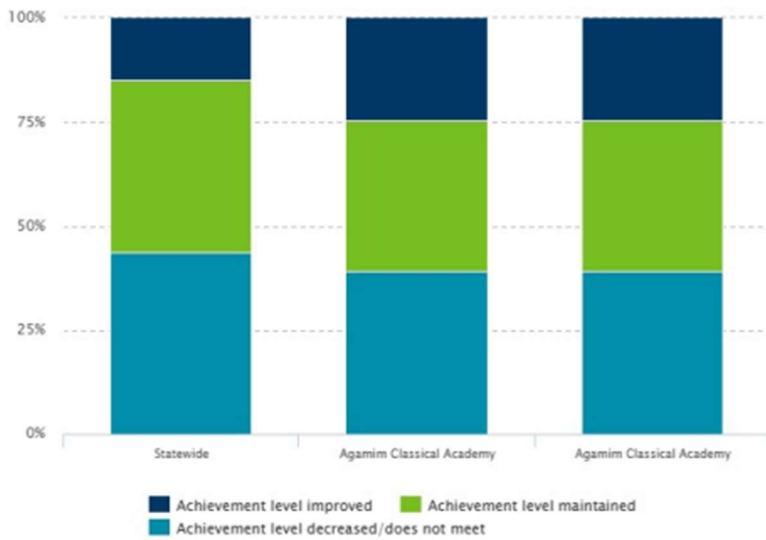
**AGAMIM: MCA MATH 2023 - Progress:**  
**Are students improving or maintaining achievement levels in math**

**Minnesota Report Card**  
**North Star Academic Progress: Are students improving or maintaining achievement levels on academic tests?**



Agamim Classical Academy Agamim Classical Academy  
 Year: 2023 Demographics: All Students

**Academic Progress**  
 Math academic progress



		Statewide	Agamim Classical Academy	Agamim Classical Academy
Achievement level improved	Count	41,951	29	29
	Percent	14.8%	24.6%	24.6%
Achievement level maintained	Count	117,331	43	43
	Percent	41.5%	36.4%	36.4%
Achievement level decreased or stayed "does not meet standards"	Count	123,370	46	46
	Percent	43.6%	39.0%	39.0%
Total count of students	Count	282,652	118	118



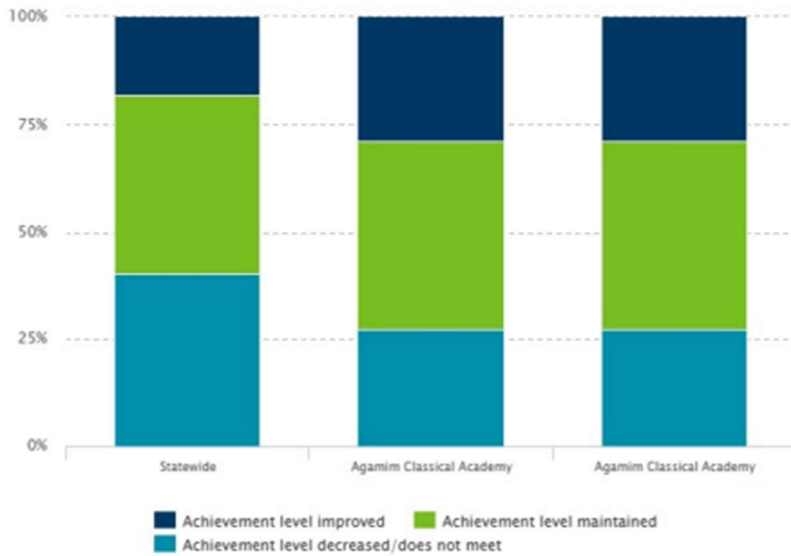
**AGAMIM: MCA READING 2023 – Progress:**  
**Are students improving or maintaining achievement levels in reading**



**Minnesota Report Card**  
**North Star Academic Progress: Are students improving or maintaining achievement levels on academic tests?**

Agamim Classical Academy Agamim Classical Academy  
 Year: 2023 Demographics: All Students

**Academic Progress**  
 Reading academic progress



		Statewide	Agamim Classical Academy	Agamim Classical Academy
Achievement level improved	Count	51,212	34	34
	Percent	18.0%	28.8%	28.8%
Achievement level maintained	Count	119,173	52	52
	Percent	42.0%	44.1%	44.1%
Achievement level decreased or stayed "does not meet standards"	Count	113,661	32	32
	Percent	40.0%	27.1%	27.1%
Total count of students	Count	284,046	118	118

**AGAMIM: MCA SCIENCE 2023 - Proficiency:**

**How many students are at grade level mastery in science (5<sup>th</sup> 8<sup>th</sup> grades only)**

**Minnesota Report Card**

Test Achievement Levels, Test Results and Participation: How are students performing on standards?



Agamim Classical Academy Agamim Classical Academy  
 Subject: Science Students Included: All tested Year: Trend Grade: All Grades Demographics: All Students

**2019 - 2023 Student Achievement Level**

Due to COVID-19, no summarized assessment data is available for 2020



Year	Exceeds	Meets	Partially meets	Does not meet
2019 Count	0	14	6	4
2019 Percent	0.0%	58.3%	25.0%	16.7%
2020 Count	N/A	N/A	N/A	N/A
2020 Percent	N/A	N/A	N/A	N/A
2021 Count	4	13	13	14
2021 Percent	9.1%	29.5%	29.5%	31.8%
2022 Count	0	17	5	16
2022 Percent	0.0%	44.7%	13.2%	42.1%
2023 Count	3	25	10	18
2023 Percent	5.4%	44.6%	17.9%	32.1%

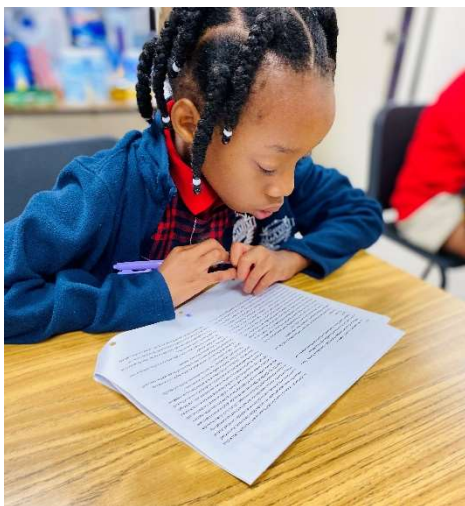


## 11.2 Northwest Evaluation Association (NWEA) MAP Test Overall Results

### Agamim All School Results (K-8)—2022-2023

- **Reading:** 66% Proficient (Prior Year: 55% Proficient)
- **Math:** 71% Proficient (Prior Year: 59.0% Proficient)

AGAMIM CLASSICAL ACADEMY NWEA MAPS ASSESSMENT PERCENTILES				
2022-2023				
Grades	Math Proficiency	Math Growth	Reading Proficiency	Reading Growth
Kinder	84	69	84	81
1 <sup>st</sup>	55	43	65	57
2 <sup>nd</sup>	69	59	61	53
3 <sup>rd</sup>	71	40	69	46
4 <sup>th</sup>	68	52	58	49
5 <sup>th</sup>	73	46	62	28
6 <sup>th</sup>	64	66	71	78
7 <sup>th</sup>	61	40	59	65
8 <sup>th</sup>	75	44	73	61
ALL	71	51	66	53



## 11.3 World's Best Workforce (WBWF) Academic Goals and Progress

# Agamim Classical Academy's World's Best Workforce Academic Achievement Goals



### WORLD'S BEST WORKFORCE REPORT 2022-2023

This academic goals report is required by the MN Department of Education each winter and reviews data from the prior school year. The report is divided into five main component areas:

1. All Children are Ready for School (Kindergarten NWEA MAPs Reading test data)
2. All Third Graders Can Read at Grade Level (3<sup>rd</sup> grade MCA Reading test data)
3. All Racial and Economic Achievement Gaps Are Closed (Three categories—Educational Benefits Group, Special Education Group, Multilingual Learners Group—MCA Reading test data, grades 3-8 only)
4. All Students Ready for College and Career (7<sup>th</sup> and 8<sup>th</sup> Grade MCA Reading test data)
5. All Students Graduate from High School (N/A for Agamim as we have no high school yet.)

WBWF Academic Goals Chart

Category	Goal	2021-2022 Results	2022-2023 Results	2023-2024	2024-2025
All children are ready for school (Kindergarten)	By the Spring of 2025, more than 70 percent of kindergarten students will demonstrate readiness for 1st grade by reaching a spring NWEA MAPS Reading Test RIT score of 153.	67 percent of Kindergarten students met reading proficiency in the Spring on the 2022 MAPS Reading Assessment.	88 percent of Kindergarten students met reading proficiency in the Spring on the 2023 MAPS Reading Assessment.		
All third graders can read at grade level	By the Spring of 2025, 70 percent or more of third grade students will score Proficient or higher on the MCA Reading Test.	In the Spring of 2022, 50 percent of third grade students scored Proficient or higher on the MCA Reading Test.	In the Spring of 2023, 62 percent of third grade students scored Proficient or higher on the MCA Reading Test.		
All racial and economic achievement gaps are closed (Educational Benefits)	By the Spring of 2025, 60 percent of Agamim's students receiving educational benefits will achieve Proficiency or higher on the MCA Reading Test.	48.8 percent of students receiving educational benefits achieved Proficiency status in reading on the 2022 MCA Reading assessment.	43.8 percent of students receiving educational benefits achieved Proficiency status in reading on the 2023 MCA Reading assessment.		
All racial and economic achievement gaps are closed (Special Education)	By the Spring of 2025, 55 percent of Agamim's students who are identified for special education services will achieve Proficiency or higher on the MCA Reading Test.	35.5 percent of Agamim's students who are identified for special education services achieved Proficiency or higher on the 2022 MCA Reading assessment.	51.7 percent of Agamim's students who are identified for special education services achieved Proficiency or higher on the 2023 MCA Reading assessment.		
All racial and economic achievement gaps are closed (Multilingual Learner)	By the Spring of 2025, 40 percent of Agamim's students who are identified for Multi-Lingual Learner Services will achieve proficiency on the MCA Reading assessment.	29 percent of Agamim's students who are identified for Multi-Lingual Learner Services achieved proficiency on the MCA Reading assessment.	16.8 percent of Agamim's students who are identified for Multi-Lingual Learner Services achieved proficiency on the MCA Reading assessment.		
All students are ready for career and college (7-8 graders)	By the Spring of 2025, Reading proficiency on the MCAs for students in grades 7 and 8 will increase from being below the state average to equal or exceed the state's proficiency rates.	On the MCA Reading assessment, 65.4 percent of 7th graders were proficient compared to the state's average of 45.9 percent proficient. On the MCA Reading assessment, 50 percent of 8th graders were proficient compared to the state's average of 46.6 percent proficient.	On the MCA Reading assessment, 54.6 percent of 7th graders were proficient compared to the state's average of 45.7 percent proficient. On the MCA Reading assessment, 68.4 percent of 8th graders were proficient compared to the state's average of 45.2 percent proficient.		
All students graduate from high school		N/A	N/A		

## 12 Operational Performance

Agamim Classical Academy is a classical education, Core Knowledge school. These models of curriculum and instruction share an emphasis on the acquisition of a broad base of



knowledge and technical skills that comes from studying the sciences and humanities in depth with a master teacher. Classical students learn grammar in English and in classical languages, study formal logic and reasoning to improve their thinking and communication, and learn ancient rhetorical techniques starting in Kindergarten and continuing through 8<sup>th</sup> grade. The curricula we have chosen that we believe best promote our educational philosophy include Shurley Grammar, Zaner-Bloser penmanship, primary source materials, classic children’s literature, Direct Instruction Reading (skill-grouped through grade 5), Saxon Mathematics (skill-grouped through grade 7), three physical activity breaks per day, and Core Knowledge (for literature, history, science, geography, art, music, drama) in addition to an hour of Modern Hebrew every other day starting in Kindergarten. For Agamim, of equal importance to intellectual development is the formation of character. As an American public classical school, we believe it is not enough to be smart but that one must be good and have a strong understanding of the American founding ideals of Liberty and *E pluribus unum*. The five classical virtues we study each day are Fortitude, Gratitude, Joyfulness, Temperance, and Wisdom.

### 12.1 Other Operational Items

- Our academy for seven years has given children from all over the Metro a classical education that is both intellectual and virtue-immersive—an education that helps our scholars grow strong minds and strong hearts.
- All staff held required licensure.
- Our annual visits and learning walks from our authorizer yielded high marks for program success in academics.
- Agamim achieved the Minnesota Department of Education Finance Award.
- Agamim offered another year of Academic Advancement Program in the summer to students most negatively affected by the pandemic. This program was taught by licensed teachers and focused on the areas of reading, math, mental health and wellness, and enrichment/engagement.
- The school held a successful Give to the Max fundraising campaign in November, 2022. We raised \$30,691 in one day and held a spring fun run that netted \$17,000 more.
- Agamim honored Constitution Day, Veterans Day, Martin Luther King, Jr. Day, and Memorial Day with special, in-person ceremonies. Special Note: Throughout the weeks before and after Veterans Day, veterans met with students in classes and via Zoom to share their important stories and experiences.

- Over 80 percent of Agamim students bused to and from school each day, and buses traveled to over 20 cities represented within our school population.
- Agamim fundraised for the Alex’s Lemonade Stand Foundation to help childhood cancer families.



- Community events started to come back after years of pandemic, but we held a Parent Champions Fall Festival, All-School Cookie Decorating Fundraiser, a spring Fun Run, our End of Year Picnic in the Park, along with Chipotle nights to get our families together again.

- Per annual tradition, Agamim hosted Opera for the Young. Fourth Graders performed in the opera chorus and some even got a supernumerary role (walk-on part) in the opera. Opera for the Young staff visited Agamim classrooms as well.

- Agamim’s Hebrew Department organized events for Israeli Memorial Day, Israeli Holocaust Remembrance Day, and Israeli Independence Day. The Israeli Independence Day celebrations

included several dancing performances, including an intricate and beautiful flag ceremony. It also included students introducing each dance or song in Hebrew. After the performance, everyone was invited outdoors for a falafel meal and birthday cake!

- Agamim had a visit from a group of Israeli teens from Rehovot—Minneapolis’ sister city and a visit from the Israeli consulate.



- Many Agamim 6-8 grade students went on our first-ever trip to Washington, D.C.
- Five Agamim students interviewed, won positions, and attended the 8<sup>th</sup> Grade Capstone Trip to Israel.
- Agamim scholars competed in the Hopkins VFW Post #425 Patriot Pen contest and the Zaner-Bloser penmanship contest.
- Agamim sent a spelling bee winner (a grade 3 student) to the Regional Spelling Bee contest and to the National Spelling Bee!
- Agamim advanced our Patriots Athletics Program that included cross-country, basketball, volleyball, dance team, and soccer for students in grades K-4 (club level) and 5-8 (team level).

- Agamim graduated its fourth 8<sup>th</sup> Grade Class, which included five founding students who had been at Agamim all eight years, starting in 2015-16.
- Agamim hosted a spring dental clinic.
- Students in grades 5-8 participated in our 3<sup>rd</sup> Annual Spring Oratory Showcase.

- Many Agamim parents donated over 2,464 hours volunteering in the kitchen, classrooms, on field trips, for clubs, and many more. (\*See Appendix B.)
- Agamim families continued to develop the Agamim Parent Champions whose key initiatives and successes were establishing a Fall Festival, creating friend-raising opportunities for our community, and starting up a parent volunteering network that included securing a room parent for every grade.
- The 8<sup>th</sup> Grade put on Agamim’s second theatrical performance—*Antigone*—for two daytime performances. Students learned how to be an actor or a stage crew member (or both!).
- In addition to sports, student clubs offered in 2022-2023 were Young Rembrandts Art Club, Snapology, table tennis, and Twin Cities Chess Club.
- Agamim participated in many community events. A highlight was walking in the July Whiz Bang Days Parade.
- A professional NBA player and a professional NBA player coach came to Agamim several times to help our students deepen their basketball skills, coachability, virtuous teamwork, strong mindset for progression, and love of the game.
- Eighth graders and their families joined staff for an evening performance of *Hamlet* at the Guthrie.
- Kindergarteners had a wonderful Kindergarten Spectacular showcase of their learning and party.
- Students attended many fall and spring field trips across the Metro.



### 12.1 Building our School’s Classical Culture: **Strong Minds, Strong Hearts**

Classical education is a key component of Agamim’s academic offering to students. Teachers are hired for their personal and professional experience with classical teaching and learning. Additionally, the school provided in the summer of 2021 more than two weeks of foundational training to faculty and staff. These trainings included an in-depth study of the history of classical education, classical trivium pedagogy and its connection to contemporary brain research—especially about memorization and effective teaching and learning, research into virtues and their role in Agamim’s program, direct instruction techniques in reading and mathematics, using classical education to address the spectrum of learner needs from special education to gifted education, effective practice for ELs, and Core Knowledge curriculum. These trainings continue into the school year during in-service days and weekly meetings.

The school continues to prioritize each student being challenged to learn above his or her level. Agamim holds two meetings per week to address behavior needs, conduct our Child Find and MnMTSS process, review model lessons, and analyze data to make data-based programming/grouping decisions. We maintain a high level of expectation for students to learn in a rigorous environment, but we take equally seriously a rigorous view of what it means to scaffold learning and support students.

As we continue to grow our program, we are creating extracurricular offerings that extend our classical focus into lifestyle activities that students can enjoy for a lifetime. Current offerings that are established include year-round athletics, spelling bee, chess, theater, band/orchestra, book club, art, science, coding, Hebrew, STEM/Robotics, and Israeli cooking. These clubs provide new opportunities to learn to think and to interact with others in a way that promotes truth, beauty, and goodness.

## **13 Innovative Practices and Implementation**

Agamim Classical Academy strives to offer families a high-quality education option that is financially well-managed and that implements innovative and effective teaching practices. We mine ancient texts on education as well as contemporary scientific research into how children and adults learn in order to create programs that foster accelerated rates of learning and long-term retention of content and skills. Our classical trivium model is a tool that students can use independently throughout their lives to approach new learning situations and process information for truth, beauty, and goodness. The great gift of the classical approach is that it gives students and teachers a coherent, replicable, and cumulative process for lifelong learning and rigorous self-assessment.

Here are some of the innovative ideas and practices we offer students at Agamim:

- We offer tuition-free, public education in a school culture that is more like a private academy: orderly, intellectual, committed, and joyful.
- What children read, write about, memorize, and speak about matters. We use excellent, challenging, and inspiring content across the sciences and humanities because we know we are cultivating appetites for excellence.
- Learning oratory, logic, grammar, and virtue turns students into scholars—regardless of their chosen profession as adults.
- Classically trained thinkers have strong minds and great hearts. They are ready for leadership, scholarship, and citizenship.

- Classical languages train the mind to think logically. We have selected a classical language that can be spoken today.
- Virtues are habits. We are helping children develop habits for fortitude, gratitude, joyfulness, temperance, and wisdom.
- The founders of the United States were classically trained thinkers who created a nation grounded in the ideal of ensuring “liberty and justice for all.”
- Our students and staff dress up for learning. Uniforms help us create a formal environment that shows respect for learning and respect for each other, as well as unity and *E Pluribus Unum*.
- Classical education teachers are dynamic and caring content experts and are not facilitators who function as “guides on the side” for exploratory-style learning.

In addition to our classical education, our three core pillars of teaching virtue, American values, and classical languages (Latin, Greek, and Hebrew) set us apart from all other schools in Minnesota.

#### CLASSICAL VIRTUES:

We are honored to partner with families in helping students grow intellectually and morally. Each lesson is an opportunity to practice a life of truth, beauty, and goodness. In language studies, students learn how to speak carefully and precisely; in math and science, we demonstrate honesty in presentation of data, persistence in the face of complex problems, and learning from mistakes; in literature and history we study acts of great heroism and great moral failing—both essential in teaching children to see what is right; and in the arts we examine what is beautiful and how we, too, can add joy, vitality, and humanity to our world. We also commit to living our virtues together as a school and creating opportunities to serve, care for, and give back to our community and the people of this country who give so much to us each day.

All children at Agamim Classical Academy will leave our school with a great knowledge and understanding of virtue, in particular our core five:

- Fortitude
- Gratitude
- Joyfulness
- Temperance
- Wisdom

Although not intended to be an exhaustive representation of what is needed to be a good person, we believe that an intensive, daily focus on these five traits as modeled by our staff



and families and studied within each curricular area will serve our students well in school and in life. In particular, we view gratitude as a fundamental and enabling virtue that compels us to work hard, live joyfully and with self-governance. Neuroscience and common-sense support us in this idea, confirming that gratitude begets happiness (and also has the power to change for the better the physical structure of our brains).



#### CLASSICAL AMERICAN VALUES:

Agamim Classical Academy believes that in order to educate the next generation of the American citizenry, preserve our democratic republic, and help our children live their lives to the fullest, we must teach them America’s founding values of *E Pluribus Unum* and Liberty. We must also show them how these important values are grounded in virtue and knowledge.

*E Pluribus Unum* (Latin for “from the many, one”) is a cherished American value that emphasizes what we have in common over focusing on our differences. This value is especially important to the development and advancement of America as we are a country of immigrants. Whether you are new to America or can tie your ancestry to the Mayflower or to the native peoples of our country, you are part of the American story and have a claim to the American Dream. We teach our students that in America we believe all people have an equal opportunity to learn and to succeed, but it is up to us to seize this opportunity and work to the best of our ability to achieve our dreams and ambitions. Patterning after our nation, Agamim, too, brings together families from many backgrounds. And we celebrate our commonalities and recognize each student as an equally important member of the Agamim school community.

We also study and uphold the great American gift of Liberty. Our nation’s founders were classically educated thinkers who understood that to be fully human we needed to be free—free to learn, live, be, and envision a better life for ourselves. This freedom enables us to live our lives in such a manner that brings us safety and happiness, but our application of virtue ensures we know how to be free while governing ourselves with right action. We must take great care to preserve and not impinge upon others’ equal rights to freedom. Agamim students learn of the great sacrifices and dedication others have made to protect liberty at home and abroad. As John Adams taught, “Children should be educated and instructed in the principles of freedom” so that they will not be enslaved by ignorance or by vice and will protect this American gift for posterity.

Agamim staff and families will model and expect our students to be thoughtful Americans who are engaged in and proud of their country and communities. As a country that prides itself on liberty and unity, we must enable our children to have the fullest capacity for seizing their freedom and using it for the betterment of our great nation.



**CLASSICAL LANGUAGE STUDY (LATIN, GREEK, AND MODERN HEBREW):**

Agamim Classical Academy’s core courses are taught entirely in English. Because we are a classical school, our students study Latin and Greek roots, Latin grammar in the upper school, foreign phrases in Latin and French, and one hour per day of Modern Hebrew as our classical/modern world language. As a special note, Agamim continues—every year since our founding—to be the only public school in Minnesota to offer Modern Hebrew language instruction in the elementary grades and in the middle school grades every single year for each grade level.

By studying Hebrew, students access one of three major ancient languages that influenced the development of Western civilization and inspired our intellectual and cultural history. Many of the great thinkers of the past, including the American founding fathers, studied Hebrew, Latin, and Greek. Classical schools today continue to prize the study of one or all of these three ancient languages because of their regular grammatical structure—a feature that helps students learn strong grammar and vocabulary as well as reinforces logical thinking patterns. Like studying mathematics, the inherent logic and order to Hebrew has advantages for nurturing precision and coherence in students’ reasoning and speaking. The study of Modern Hebrew also provides this language and thinking benefit along with the opportunity for current-day conversation and connection with other Modern Hebrew speakers and written texts from around the world—not to mention right here in the Twin Cities.

Secondly, Modern Hebrew ranks among the most challenging languages to learn for native English speakers. Families in search of a rigorous education in English and in the study of a modern world language will find a good fit for both at Agamim. Modern Hebrew offers students the chance to learn to read and write using a new alphabet, to read with an orientation of right to left, and to speak with new sounds and pronunciations not typical of English.



Thirdly, classical learning is language-intensive and knowledge rich. Teaching children an additional language clarifies language learning in the native language and increases overall academic achievement. If you studied a foreign language in school, you might have had an easier time learning the names for the parts of speech (nouns, adjectives, prepositions, et cetera) because they were easier to see their purpose and function in your non-native language. Research confirms that learning an additional language facilitates the learning of more languages. We are strong

supporters of our youngest students learning Modern Hebrew as their world language starting in Kindergarten when the mind assimilates language readily and happily.

The fourth reason we selected Modern Hebrew is that it is a unique and beautiful language offering and because there is demand in the Twin Cities metro area for studying Modern Hebrew in a public school setting. Agamim Classical Academy is proud to add our name to the growing list of public schools across the country who are teaching Modern Hebrew. We also are excited continue to be the first and only public elementary school in the Midwest to teach Modern Hebrew.

#### LATIN AND GREEK ROOTS:

As part of the Core Knowledge curriculum sequence, all students in grades 6-8 study Latin and Greek root words. Students know the meaning of the Latin and Greek words that form common word roots and are able to give examples of English words that stem from them. Core Knowledge uses the form of the Latin or Greek word that is most similar to related English words.

#### FOREIGN PHRASES—LATIN AND FRENCH:

In the seventh and eighth grades, students learn lists of Latin and French phrases that are commonly used in English speech and writing. For example, students learn “caveat emptor” (“let the buyer beware”) or “c’est la vie” (“that’s life, that’s how things happen”). Teachers and students use these phrases and tie them to curricular examples whenever possible.

## **14 Future Plans**

Agamim Classical Academy’s eighth year brought the graduation of our fourth group of 8<sup>th</sup> grade scholars. Our current levels of financial health, student data and successful performance, high levels of parent engagement and commitment, staff experience and

extraordinary talent, and proven leadership and management all indicate that we are positioned for academic success and positive growth in the years to come.

Our goals for the future include:

1. Executing our five-year strategic plan that could include adding a 9-12 program
2. Securing adequate space for our long-term programmatic needs and target enrollment size—including expanding to three sections of Kindergarten to grow our enrollment base
3. Continuing to invest in our staff and growing their pedagogical base in the classical trivium framework
4. Retaining our talented students and staff
5. Advancing the development of our board
6. Refining curriculum and assessment for all grades
7. Developing our next years of Modern Hebrew language curriculum and units
8. Expanding our before/after school and summer offerings and extracurricular programs for students to continue to enrich their experience at Agamim and create an “Agamim Neighborhood”
9. Implementing strong financial practices and fundraising initiatives that increase our fund balance to reach at least 20% to ensure our school’s stability and future success

Our eight years in operation have been nothing short of miraculous, and we can see each day that we are changing students’ futures for the better. Our students are learning an exceptional amount of important content, practicing ancient learning techniques that are vetted by contemporary science as best practices, and developing virtuous habits that will enable them to live as wise and virtuous citizens. We are grateful to the state of Minnesota and to our authorizer for this opportunity to provide a high-quality public option for students.





# Appendix A: Audited Financials for FY23

Agamim Classical Academy  
Charter School No. 4220  
St. Paul, Minnesota  
Statement of Revenues, Expenditures and Changes in Fund Balances  
Governmental Funds  
For the Year Ended June 30, 2023

	General	Food Service	Nonmajor Community Service	Total
<b>Revenues</b>				
Other local and county revenue	\$ 1,095,362	\$ 44,474	\$ 4,142	\$ 1,143,978
Interest earned on investments	10	-	-	10
Revenue from state sources	3,751,535	12,013	-	3,763,548
Revenue from federal sources	305,260	100,872	-	406,132
Sales and other conversion of assets	1,130	-	-	1,130
<b>Total Revenues</b>	<b>5,153,297</b>	<b>157,359</b>	<b>4,142</b>	<b>5,314,798</b>
<b>Expenditures</b>				
<b>Current</b>				
Administration	257,087	-	-	257,087
District support services	376,948	-	-	376,948
Elementary and secondary regular instruction	1,025,315	-	-	1,025,315
Special education instruction	1,344,568	-	-	1,344,568
Instructional support services	22,020	-	-	22,020
Pupil support services	513,618	-	-	513,618
Food service	-	217,076	-	217,076
Sites and buildings	271,114	-	-	271,114
Community service	-	-	1,388	1,388
<b>Capital outlay</b>				
Elementary and secondary regular instruction	3,600	-	-	3,600
Instructional support services	16,675	-	-	16,675
<b>Debt service</b>				
Principal	238,612	-	-	238,612
Interest and other charges	213,466	-	-	213,466
<b>Total Expenditures</b>	<b>4,283,023</b>	<b>217,076</b>	<b>1,388</b>	<b>4,501,487</b>
<b>Excess (Deficiency) of Revenues Over (Under) Expenditures</b>	<b>870,274</b>	<b>(59,717)</b>	<b>2,754</b>	<b>813,311</b>
<b>Other Financing Sources (Uses)</b>				
Transfers in	-	59,677	-	59,677
Transfers out	(59,677)	-	-	(59,677)
<b>Total Other Financing Sources (Uses)</b>	<b>(59,677)</b>	<b>59,677</b>	<b>-</b>	<b>-</b>
<b>Net Change in Fund Balance</b>	<b>810,597</b>	<b>(40)</b>	<b>2,754</b>	<b>813,311</b>
<b>Fund Balance, July 1</b>	<b>625,834</b>	<b>40</b>	<b>27,344</b>	<b>653,218</b>
<b>Fund Balance, June 30</b>	<b>\$ 1,436,431</b>	<b>\$ -</b>	<b>\$ 30,098</b>	<b>\$ 1,466,529</b>





# Appendix B: Volunteer Recognition

## THANK YOU, VOLUNTEERS!

Agamim Classical Academy, 2022-2023 School Year

### Parent Champions Volunteers

Amande Bratton, Tim Bratton, Irina Chertkova, Rebekah Coffman, Alexis Greeves, Amanda Williams, Craig Williams, Garrett Williams, Amy Kronstedt, JoLein O'Brien, Christa Christensen, Jack Mütznick, Carole Fager, Sarah Reininger, Carrisa Blue, Amy Rogovin, Den Rogovin, Jackie Donofrio, Anya Belenky, Julie Weig, Andrew Weig, Kelly Korth, Doug Rovner, Allie Maurer, Kerry Schmidt, Andrew Fager, Gabrielle Haüge, Tove Borgendale, Melissa Buford, Senthosh Mehendraprasad, Lisa Loveless, Dana Salomon, Shannon Saesan, Katie Nelson, Todd Robertson, Kimberly Moteberg, Shwetha Ramakrishna, Rick Loveless, Marie Davydov, Chris Buria, Kristen Klos, Julie Floistad, Nicole Fermoyle, Becca Mayberry, Anna Schuett, Megan Peterson, Nadia Mammadov, Eugene Govze, Sophie Govze, Jede Bender, Lisa Robertson, Rachel Winthrop, Cene Erdem, Marshall O'Brien, Latie DeWitt, Camarra Winters, Sarai Kretschman, Jennifer Salgado, Erin Teglie, Florence Rubai, Mike Miller

### Heurung Classroom Volunteers

Mercus Blue, Miriam Carlson, Maria Davydov, Latie Dewitt, Gabrielle Haüge, Laine Bermansohn, Julie Floistad, Kelly Korth, Jede Bender

### Carlson Reading Volunteers

Becca Mayberry, Maureen Hudak, Mollie O'Brien, Megan Buria, Kelly Korth, Mary Stanislev

### Kinder Mystery Reader Volunteers

Gabrielle Haüge, David Haüge, Laurie Haüge, Kelly Korth, Judith Onsumu, Alyssa Bryan, Shannon Saesan, Becca Mayberry, Nicole & Kelly Fermoyle, Miriam Carlson

### Kinder Field Trip Chaperones

Carissa Blue, Miriam Carlson, Latie Dewitt, Julie Floistad, Gabrielle Haüge, Judith Onsumu, Jede Bender, Nicole Fermoyle, Alyssa Bryan, Julie Poucher, Molly Heney, Judith Onsumu, Danny O'Brien, Maureen Hudak, Alice Buria

### Hemstad Classroom Volunteers

Carole Fager, Sophie Govze

### Hemstad Field Trip Chaperones

Yancey Davis, Andrew Fager, Tatiana Glistvein, Tere Madison, Thera Thyperembil, Nhia Tang

### Hagemeister Classroom Volunteers

Cene Erdem, Marshall O'Brien, Amande & Timothy Bratton, Ed Murdock, Erin Barnes, Alyssa Bryan, Becca Mayberry, Liam Rafferty, Natalie Redelsperger, Tari Kari

### Hagemeister Chaperones

Carissa Blue, Erin Barnes, Becca Mayberry, Nadia Mammadov

### Hagemeister Mystery Readers

Jede Rafferty, Alyssa Bryan, Tari Kari

### Schmitt/Henderson Classroom Speakers/Volunteers

Sophie Govze, Keri Grafing, Allie Maurer, Laine Bermansohn, Lisa Loveless, Maureen Hudak, Rebekah Coffman, Zahire Galindo, Megan Morrow

### Schmitt/Henderson Field Trip Chaperones

Zahire Galindo, Keri & Jamey Grafing, Rebekah Coffman, Sara Reininger, Seth Schuett, Craig Peterson, Whitney Crosser, Aisha Heji (parent)

### Maydew Field Trip Chaperones

Melissa Ginzburg, Molly Heney, Damion Weinsmith, Leah Hernandez, Julie Floistad, Iola Kastrewski, Anne Rebney

### Maydew Classroom Volunteers

Ariel Iverson, Melissa Ginzburg, Molly Heney, Ed Murdock

### Upper School Chaperones/Volunteers

Andrew Weig, Andrea Enneking, Joey Baity, Lisa Roberts, Sarai Kretschman, Tove Borgendale, Dennis Olson, Cene Erdem, Anna Schuett, Roman Glistvein, Amy Rogovin, David Tynes

### Dance Chaperones

Phillip Swary, Doug Rovner, Catherine Krawczak, Jenifer Lips, Jose Salgado, Matthew Adams, Ariel Iverson, Jerome Scott, Melissa Buford, Anne Eiden, Kelly Korth

### Agamim Athletics Volunteers

Anna Schuett, Keri Grafing, Dana Salomon, Latie DeWitt, Julie Floistad, Nicole Fermoyle, Catherine Krawczak, John Morrow, Jolene O'Brien, Samantha Wiesneth, Eric Strom, Prince Jonah, Sarai Kretschman

### Israeli Independence Day Volunteers

Lisa Loveless, Jede Bender, Effie Sassoni

### Reading Corps Volunteers

Nicole Fillman

### Patriot Press Volunteers

Erin Teuge, Sarai Kretschman

### Alumni Event Volunteer

Alexis Greeves

### Manners Class Volunteer

Angel Downs



Agamim parents and caregivers have collectively served over **2464** hours at our school this year. Virtuous volunteerism in our charter school fulfills needed support and builds up our joyful community. These donated hours at a paraprofessional salary equate to **\$49,280** defrayed costs for the school, which translate to more staff hours dedicated to educational excellence. Every year, Agamim asks parents to donate 10 hours to the school to fulfill areas of greatest need. Thank you to our 2022-2023 parent and caregiver volunteers!



