

Agamim Classical Academy

Annual Report

Academic Year

2017- 2018

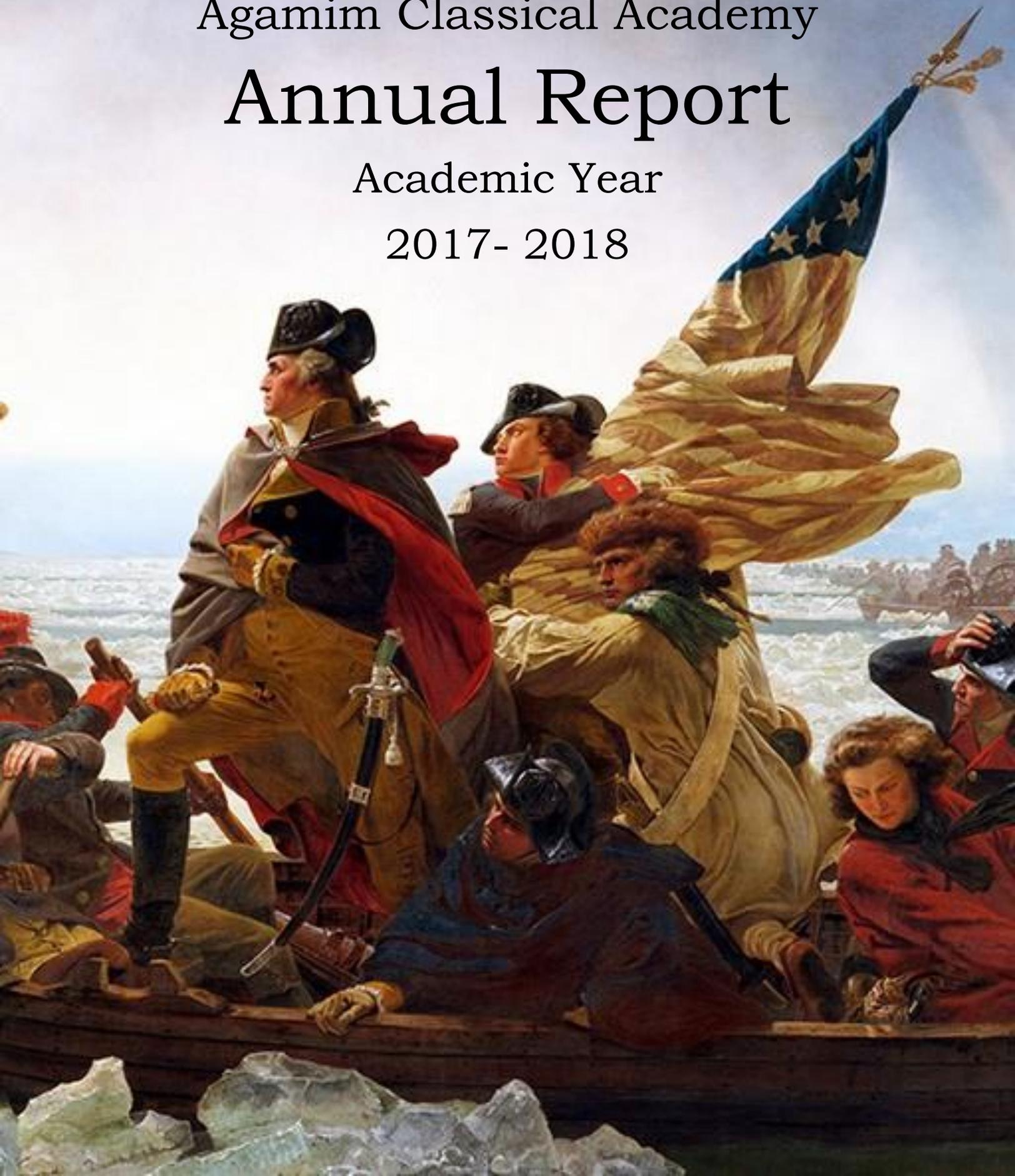




Table of Contents

| | |
|----|--|
| 1 | Introduction |
| 2 | Focus |
| 3 | Background Information |
| 4 | Classical Education Philosophy |
| 5 | Authorizer Information |
| 6 | Agamim Recognitions |
| 7 | School Enrollment and Attrition |
| 8 | Governance and Management/Administration |
| 9 | Staffing |
| 10 | Finances: Executive Summary |
| 11 | Academic Performance |
| 12 | Operational Performance |
| 13 | Innovative Practices and Implementation |
| 14 | Future Plans |

Appendix A: World's Best Workforce Plan for 2017-2018

Appendix B: Budget for 2017-2018

1 Introduction

This annual report is written to document academic and fiscal accountability, innovative practices, accomplishments, and achievements at Agamim Classical Academy during the 2017-2018 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:

Provide a rigorous, joyful, liberal arts education nourished by the study of classical virtues, classical American values, and classical languages.

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 teacher-to-student ratios, academic rigor, uniforms, and strong parent involvement, our public school feels more like a private academy.

Agamim opened in the fall of 2015 with grades K-4 and in the fall of 2019 we will be a K-8 academy.

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

Agamim Classical Academy is proud to have secured all three years of federal Charter Startup Grant funds which have enabled us to sustain our fast-growing classical school. We started the school year with 255 students and ended the year with 257 students, which includes backfilling a small number of students who left the school mid-year.

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

7 School Enrollment and Attrition

Agamim’s third-year enrollment grew from 255 to 257 over the course of the school year. Our students come from 23 cities in the Twin Cities’ Metro area and from several countries.

7.1 Agamim 2017-2018 End of Year Enrollment

Kindergarten: 58

First: 49

Second: 40

Third Grade: 32

Fourth: 25

Fifth Grade: 36

Sixth Grade: 17

7.2 Fiscal Year 2018 Enrollment Details

The list below describes the average daily membership for Agamim Classical Academy’s current Fiscal Year 2018. Agamim will add its final grade-level in the fall of 2019 to be a K-8 classical charter school.

| GRADE LEVEL | START OF YEAR | END OF YEAR |
|---------------------|----------------------|--------------------|
| Kindergarten | 58 | 58 |
| First Grade | 48 | 49 |
| Second Grade | 36 | 40 |
| Third Grade | 33 | 32 |
| Fourth Grade | 25 | 25 |
| Fifth Grade | 38 | 36 |
| Sixth Grade | 17 | 17 |
| TOTAL | 255 | 257 |

7.3 Fiscal Year 2018 Student Attrition

During the 2017-18 school year, the school lost 17 students but gained 13 students (some students left and returned mid-year) to give us a final enrollment number of 257 students.

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 home city of Hopkins. Our mission to honor the American value of *E Pluribus Unum* is alive and well in our student body coming 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 2017-2018 school year:

| Total Free or Reduced Lunch | Total Special Education | Total English Language Learners | Total Caucasian | Total Black/African American | Total Hispanic/Latino | Total Asian | Total Other |
|------------------------------------|--------------------------------|--|------------------------|-------------------------------------|------------------------------|--------------------|--------------------|
| 62 | 40 | 32 | 133 | 47 | 7 | 52 | 18 |
| 24% | 16% | 12% | 52% | 18% | 3% | 20% | 7% |

8 Governance and Management/Administration

Agamim’s founding board of directors consists of nine directors in the 2017-18 school year. Their biographies are listed below. Per the school’s bylaws, Agamim will transition from a founding board to an elected board in 2018. The board meets each month, and all members have completed required training in governance, employment, and finance.

Erica Gutmann Strohl–Board Chair and Parent Member (erica@agamim.org, 612-716-1760)

is an Adjunct Professor at the William Mitchell College of Law in St. Paul. Previously, she worked as an attorney in private practice for 10 years, the Anoka County Public Defender, and clerked at the Minnesota Court of Appeals. Ms. Strohl is also a parent of an Agamim student.

Annette Day–Secretary and Community Member (anettemillerday@gmail.com, 651-405-7684)

is a Senior Manager, Customer Experience for Factory Motor Parts Company. She is responsible for Pricing, Customer Incentives, eCommerce, and Cataloging. During her tenure, she has been involved in B2B and B2C strategy for sales and marketing, travel, and event management, and project management since joining the company in 2004.

Jessica Ensminger–Teacher Member (jensminger@agamim.org, 952-856-2531, MN File Folder Number: 480492) is a fourth and fifth grade teacher at Agamim Classical Academy. Mrs. Ensminger has taught in a variety of educational environments and is inspired by Agamim’s mission of cultivating well-educated and virtuous citizens.

Tom Lockhart–Treasurer and Community Member (jtlockhart@q.com, 612-360-1174) most recently served as Vice President for Finance and Administration at United Theological Seminary of the Twin Cities. He was Business Administrator at Plymouth Congregation Church, and in an earlier career he was a consultant to hospitals and physicians in the area of revenue cycle improvement.

David Magare–Parent Member (davidmagare@aol.com, 612-237-5089) works at FedEx Ground where he has been employed for the last 11 years. He is pursuing an MBA degree (Patten University). He also holds degrees in software design and Commerce (University of St. Thomas and The University of Nairobi respectively). David is a proud parent of an Agamim Academy student.

Alexandra Schoenberger–Parent Member (arschoenberger@gmail.com, 612-865-8993) is a project manager in the construction industry and is the parent of an Agamim first and fourth grader. She loves Agamim’s rich curriculum and that her children are proud to call themselves scholars.

Rachel Engebretson–Parent Member (Rachel.engebretson@gmail.com, 612-963-9202) is the parent of an Agamim Kindergartener and first grader. She co-founded and served as the Executive Director of the Liz Logelin Foundation, a non-profit that provides financial assistance to widows and widowers with young children. Ms. Engebretson currently works from home managing several hundred sales consultants with Jamberry.

Ilan Sharon–Community Member (ilancsharon@gmail.com, 612-867-0101) speaks at conferences, high schools, churches, synagogues, and non-profits across the nation educating Americans on the topic of Israel. Mr. Sharon was born in Haifa, Israel and served as an officer in the Israeli Defense Force before starting his own software company which brought him to the United States.

Alexander Tselos–Vice Chair and Community Member (amztselos@gmail.com, 612-558-4730) is a senior counsel in the Law Department for Target Corporation in Minneapolis, where he has represented Target in major retail and corporate real-estate acquisitions and public accommodations/ADA law and regulations since 1998.

The 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 mark@hebrewcharters.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

8.1 Administration

Miranda Morton comes to Agamim Classical Academy with over fifteen years’ experience in classical education. Ms. Morton began her career teaching 7th and 8th grade English, science, and art history at a classical charter school in 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 the classical framework, Core Knowledge, 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.

8.2 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 tenants 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.*

8.3 Executive Director Professional Development

During the 2017-2018 school year, the Executive Director participated in and led many professional development activities in classical education, fundraising, American history, federal grant writing, board leadership, Modern Hebrew instruction, curriculum training. These trainings for school leadership are critical to ensuring the successful delivery of Agamim's classical mission and vision.

9 Staffing

Agamim Classical Academy employed 41 employees during 2017-2018, including 22 licensed teachers, 1 licensed school director/principal, 5

administrators, and 13 paraprofessionals. Agamim contracts out for many specialized services including school nurse and special education providers.

9.1 Agamim Classical Academy Faculty 2017-2018

*Indicates partial year of employment in this role.

Administration:

- Miranda Morton, Executive Director and Principal, MN File Folder #438376
- Keli Gerling, Operations Coordinator*
- Raena Davison, Operations Coordinator *
- Marcus Barrios, Student Services Coordinator*
- Jessica Hylla, Administrative Assistant
- Kris Boulden, Food Service Coordinator

Licensed Faculty:

- Elizabeth Barrios, Elementary Teacher, MN File Folder #487042
- Nathelie Benjamin, Modern Hebrew Teacher, MN File Folder #489080
- Dori Bokusky, Elementary Teacher, MN File Folder #502216
- Rachel Bostrom, Elementary Teacher, MN File Folder #493719
- Rachel Brown, Elementary Teacher, MN File Folder #474068
- Stephanie Carlson, Elementary Teacher, MN File Folder #474472
- Jacqueline Donofrio, Special Education Teacher, MN File Folder #450494
- Jessica Ensminger, Elementary Teacher, MN File Folder #480492
- Michelle Jirik, Short Call Elementary Teacher, MN File Number #496096*
- Sarah Lilly, Elementary Teacher, MN File Folder #475475*
- Nicole Messinger Post, Short Call Elementary teacher (in Para role), #353244
- Emily Mossman, Elementary Teacher, MN File Folder #502506
- Deborah Nystrom, Special Education Teacher, MN File Folder #495519*
- *Meghan Peach, Elementary Teacher (in Para role), MN File Folder #484099
- Jenna Plevell, Special Education Teacher, MN File Folder #487556*
- Marcy Plevell, ESL Teacher, MN File Folder #478426
- Alex Scheepens, Modern Hebrew Teacher, MN File Folder #995512*
- Paige Schneider, Elementary Teacher, MN File Folder #489004
- Ronen Tamari, Modern Hebrew Teacher, MN File Folder #996018
- Emily Truszinski, Elementary Teacher, MN File Folder #498073
- Laura Walklet, Elementary Teacher, MN File Folder #430786*

- Stacey Whooley, Special Education Teacher, MN File Folder #499144

Paraprofessional Staff:

Colleen Cole*
Sarah Eckholm*
Laurie Goldfarb*
Bailey Heille*
Daniel Mancera
Jonathan Mason
Steven Ramberg*
Faith Richardson
Heidi Roston*
Jennie Teichman*
Leslie Paskoff
Meghan Peach
Rebecca Schmitz*

10 Finances: Executive Summary

Agamim Classical Academy's 2017-2018 year-end results ended with a positive \$305,553 cumulative fund balance, which resulted in a 10% fund balance percentage (as a percentage of current year expenditures) overall. The school raised over \$120,000 in contributions in the third year of operations. The school's finances have been audited, and final results of the audit reported no findings. Below is an activity summary:

- Revenues of \$3,192,875
- Expenditures of \$3,037,361
- Annual Surplus of \$155,514
- Cumulative Projected Fund Balance of \$305,553, or 10.0% of total current year expenditures
- Average Enrollment for 2017-2018 was 258 for students in K-6. (Prior year enrollment average was 161.)

The 2017-18 audited financial summary is attached as Appendix A.

11 Academic Performance

Agamim Classical Academy students take standardized testing throughout the school year. Students in K-6 take the NWEA MAPs tests in reading and math in the fall and the spring and students in 3rd through 6th take the Minnesota Comprehensive Assessments (MCAs) in math, reading, and science (5th only).

11.1 MCA Overall Results – Spring 2018

READING

| GRADE LEVEL | Exceeds Standard | Meets Standard |
|--------------------|-------------------------|-----------------------|
| Grade 3 | 17.2% | 48.3% |
| Grade 4 | 12.5% | 54.2% |
| Grade 5 | 28.6% | 25.7% |
| Grade 6 | 12.5% | 18.8% |

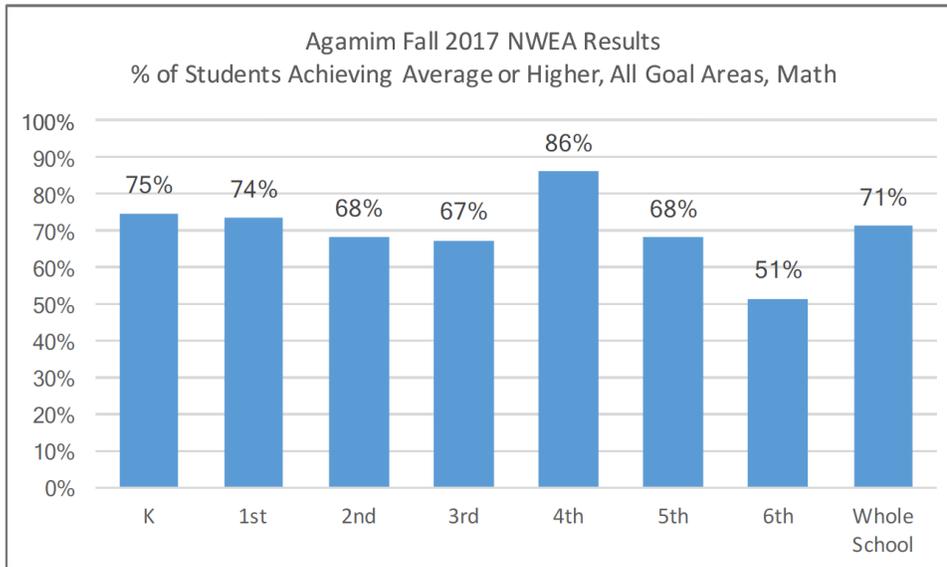
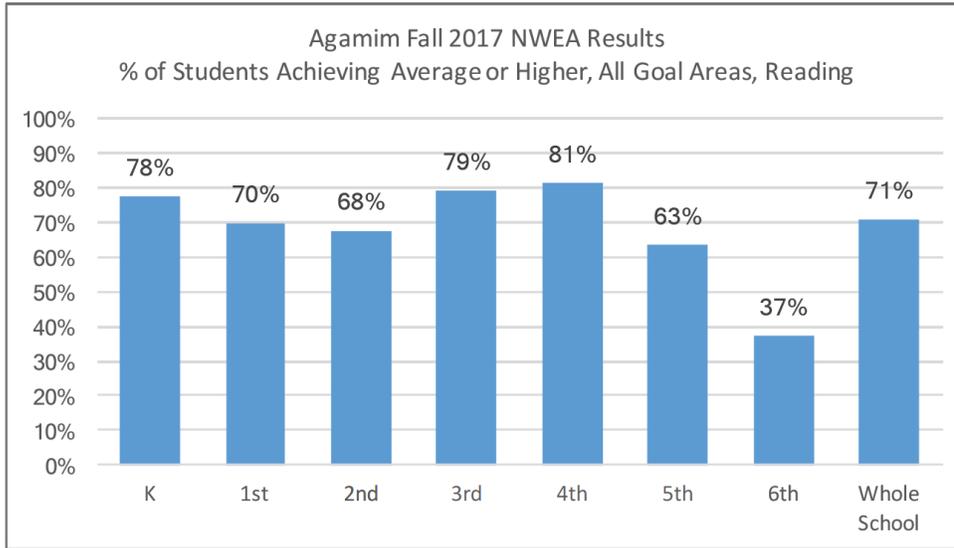
MATH

| GRADE LEVEL | Exceeds Standard | Meets Standard |
|--------------------|-------------------------|-----------------------|
| Grade 3 | 34.5% | 34.5% |
| Grade 4 | 41.7% | 33.3% |
| Grade 5 | 11.8% | 38.2% |
| Grade 6 | 0.0% | 18.8% |

SCIENCE

| GRADE LEVEL | Exceeds Standard | Meets Standard |
|--------------------|-------------------------|-----------------------|
| Grade 5 | 8.6% | 34.3% |

11.2 Northwest Evaluation Association (NWEA) MAP Test Overall Results



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 8th 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 5), three physical activity breaks per day, and Core Knowledge (for literature, history, science, geography, art, music) in addition to an hour of daily Modern Hebrew 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 Agamim Highlight

Agamim continues to be the only public school in Minnesota to have Modern Hebrew language instruction in the elementary grades. We also are the first public classical school in the state to incorporate all three of the founding classical languages that helped form the democratic republic of the United States—Latin, Greek, and Hebrew. Students each day memorize poetry, sing traditional American songs, say the Pledge and the Preamble by heart, practice oratory, learn the scientific method, perform Shakespeare, and know so much more—features that used to be part of the traditional, rigorous public education in America that we are proud to reclaim at Agamim.

12.2 Other Operational Items

The school held a successful Give to the Max fundraising campaign in the fall of 2017. We raised over \$26,000 in one day.

Other operational details include:

- Over 86 percent of Agamim students bused to and from school each day, and 7 buses and 4 vans went to over 20 cities represented within our school population each day.

- All staff held required licensure.
- Our annual visits and learning walks from our authorizer as well as audits from MDE and the county yielded high marks for program success in academics, operations, and special education inclusion.
- Agamim achieved the Minnesota Department of Education Finance Award.
- Agamim offered an Academic Advancement Program with Campfire MN after school to 5th and 6th graders to advance their reading, math, and science skills. The program hosted nightly dinners and bused students home afterwards at no cost to families.
- Agamim had a national Zaner-Bloser handwriting winner in Kindergarten, and a state winner in 2nd grade, who were featured in a ceremony, the local news, and online.
- Agamim ran a successful election for our board of directors beginning in 2018.
- Agamim students ran a sock and food drive for veterans in the Minnesota Veterans Home.
- Agamim staff and families volunteered at Feed My Starving Children to pack meals for children around the world.
- The Special Education department and students hosted an Alex's Lemonade Stand to raise money to fight childhood cancer— raising over \$200 in one day.
- Agamim hosted a Veterans Day week that included Veteran speakers raising and lowering the flag each day with students before sharing their Veteran stories; a Gratitude breakfast that served over 30 veterans from our school community and from the local VFW, neighborhood, and American Legion; and students singing in a special Veterans Day service at the Veterans Home, where Agamim is the only school invited to perform.
- Agamim scholars sang in a Hopkins Memorial Day ceremony, and students in grade 2 were invited to a Hopkins local cemetery to learn about great heroes buried there.
- Agamim had several famous and up-and-coming musicians, actors, and artists perform and leading projects with students throughout the year.
- Agamim 3rd and 4th Graders performed with the Opera for the Young in “Rusalka, A Mermaid’s Tale”.

- The 5th Grade Leadership Team and the 6th Grade Benjamin Franklin Society baked challah with a local baker from Uriel’s Bake Shop and gave loaves as gratitude gifts.
- As part of Israeli Independence Day celebrations, Agamim 3rd and 4th graders had a special visit from Mr. Moran Birman, Israel’s Consul for Public Diplomacy at the Consulate General of Israel to the Midwest.
- Ms. Jessica Ensminger, 3rd and 4th grade teacher at Agamim, won the local and then state VFW Teacher of Excellence competition for teaching patriotism and American ideals in the classroom.
- Agamim hosted a Food Drive in honor of MLK that raised over 1,000 items to donate to ICA Foodshelf.
- Agamim and Ms. Miranda Morton were featured in the Edina Magazine.
- Agamim Band & Orchestra students performed at the Mall of America Rotunda for the Holiday Music Festival.
- Agamim community events for the year included: Picnic, Tubing, Roller-Skating, Movie Night, Pizza Night, Edina Grill Night, Israel 70, and Afton State Park.

12.3 Building our School’s Classical Culture

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 2017 nearly a month 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 RtI 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 spelling bee, abacus, chess, running, fencing, band/orchestra, book, 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.

VIRTUE:

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).

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.

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 fifth enrollment season is already underway, and we are excited to add our first 8th grade class, completing our K-8 classical charter design. 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. In our fifth year we will actively seek a larger school space to ensure our program can grow to house two sections of K-8 classes.

Our goals for the future include:

1. Establishing a strong, five-year strategic plan

2. Securing adequate space for our programmatic needs and target enrollment size
3. Continuing to invest in our staff and growing their pedagogical base in the classical trivium framework
4. Retaining our students and staff
5. Advancing the development of our newly elected board
6. Surveying parents, students, and staff to assess our success
7. Developing curriculum and assessment for our middle school grades
8. Developing our next years of Modern Hebrew language curriculum and units
9. Expanding our before/after school offerings and extracurricular programs for students to continue to enrich their experience at Agamim and create an “Agamim Neighborhood”
10. Implementing strong financial practices and fundraising initiatives that increase our fund balance to reach at least 25% to ensure our school’s stability and future success

Our three 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

Budget for 2017-2018

**AGAMIM CLASSICAL ACADEMY
CHARTER SCHOOL NO. 4220
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2018
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2017)**

| | Major Funds | | | Total Governmental Funds | |
|--|-------------------|----------------|-------------------|--------------------------|-------------------|
| | General | Food Service | Community Service | 2018 | 2017 |
| REVENUES | | | | | |
| Local Sources: | | | | | |
| Other | \$ 144,363 | \$ 20,523 | \$ 25,051 | \$ 189,937 | \$ 223,880 |
| State Sources | 2,891,107 | 7,821 | - | 2,898,928 | 1,864,727 |
| Federal Sources | 157,405 | 54,453 | - | 211,858 | 213,886 |
| Total Revenues | <u>3,192,875</u> | <u>82,797</u> | <u>25,051</u> | <u>3,300,723</u> | <u>2,302,293</u> |
| EXPENDITURES | | | | | |
| Current: | | | | | |
| Administration | 133,758 | - | - | 133,758 | 104,432 |
| District Support Services | 298,587 | - | - | 298,587 | 254,299 |
| Elementary and Secondary Regular Instruction | 818,322 | - | - | 818,322 | 634,404 |
| Special Education Instruction | 898,587 | - | - | 898,587 | 619,691 |
| Instructional Support Services | 36,115 | - | - | 36,115 | 29,482 |
| Pupil Support Services | 330,467 | - | - | 330,467 | 286,363 |
| Sites and Buildings | 464,694 | - | - | 464,694 | 248,184 |
| Fiscal and Other Fixed Cost Programs | 4,598 | - | - | 4,598 | 6,106 |
| Food Service | - | 114,892 | - | 114,892 | 43,502 |
| Community Service | - | - | 11,380 | 11,380 | 11,616 |
| Capital Outlay | 52,233 | - | - | 52,233 | 37,469 |
| Total Expenditures | <u>3,037,361</u> | <u>114,892</u> | <u>11,380</u> | <u>3,163,633</u> | <u>2,275,528</u> |
| EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES | 155,514 | (32,095) | 13,671 | 137,090 | 26,765 |
| OTHER FINANCING SOURCES (USES) | | | | | |
| Transfers In | - | 32,095 | - | 32,095 | 6,789 |
| Transfers Out | (32,095) | - | - | (32,095) | (6,789) |
| Total Other Financing Sources (Uses) | <u>(32,095)</u> | <u>32,095</u> | <u>-</u> | <u>-</u> | <u>-</u> |
| NET CHANGE IN FUND BALANCE | 123,419 | - | 13,671 | 137,090 | 26,765 |
| FUND BALANCES | | | | | |
| Beginning of Year | 182,134 | - | - | 182,134 | 155,369 |
| End of Year | <u>\$ 305,553</u> | <u>\$ -</u> | <u>\$ 13,671</u> | <u>\$ 319,224</u> | <u>\$ 182,134</u> |