UNITY: Achdut in Hebrew, the oneness of a people, the joint vision of a nation, the common goals of an education network. At AMIT, it means bringing out the best in each of our 37,000 diverse students and giving them the tools they need to thrive in the 21st century.
Pulling Together
Nowhere did we see a greater display of unity coalescence than in the way AMIT pulled together during the pandemic in the early months of 2020. While this annual report will share our proud accomplishments in 2019, when the health crisis hit, many opportunities arose for unity, which was expressed in new and unexpected ways within AMIT.

Since its inception 95 years ago, AMIT has faced its challenges. Through thick and thin, wars and strife, and the big hurdles of this small nation, AMIT has been steadfast in its vision and commitment to educate children and create the next generation of strong, proud, and contributing Israeli citizens.

That Vision Has Real Results
In 2019, AMIT was voted Israel’s #1 Educational Network for the third year in a row. Our bagrut diploma rate climbed to 86 percent, outpacing the national rate of 70 percent. Our students brought home awards and accolades in academics, athletics, STEM-centered competitions, and more.

And then in the early months of 2020 with the onset of the pandemic, instead of constricting in fear and uncertainty, AMIT expanded in a wellspring of giving, creativity, and optimism. Students jumped to do chesed to help Israel’s most vulnerable citizens and pivoted to an online distance learning platform during the two months schools were closed. Our devoted teachers continued to teach. But the greatest lessons did not come from books. Rather, they came as life lessons when the AMIT family joined together to take care of one another in a grand display of hope and unity.
President’s Message

2019 was an exceptional year for AMIT. We won physics, aerospace, and computer science competitions.

We went deeper and broader in our Gogya learning method, challenging our students to engage, peer teach, and experience relevant, experiential, and real-world learning with subjects as diverse as Talmud, Mathematics and Entrepreneurship. Our teachers and principals again showed their extraordinary passion and aptitude in creating new curricula in Jewish thought and humanistics (an interdisciplinary humanities course including literature, Bible, Hebrew language, and history). AMIT used long distance learning to facilitate classes by Master teachers in Talmud and physics, so that our high school students throughout Israel could excel and benefit from the best teachers. AMIT received unique Ministry of Education funding for a professional physics community of teachers, given that we are the only network that recruited such a large percentage of student participants from the periphery in the national level competitions. And, of course, we retained our #1 ranking as the leading educational network in Israel.

On a macro level, we drove academic excellence in 2019 through investments in a cutting-edge evaluation system called “Madad AMIT” (The AMIT Measure). Using unique measurements and evaluations in all school areas and frequent and live collection of data, Madad AMIT enables AMIT experts to evaluate in real time the pedagogical progress of a school in every area. This information also serves as the basis for work plans, development of course material and decisions related to 21st-century skills development and school culture and climate.

Another educational game-changer was expansion of the Innovation hub concept to Israel’s north, exposing students there to the worlds of innovation, technology, and entrepreneurship through real world experience. Mentors from a wide variety of fields sit in the same room as students and provide them with support and feedback. By targeting disadvantaged students in the multi-year program, social mobility is a significant by-product of the program.

Of equal importance, in 2019, AMIT students and teachers expressed Ahavat Yisrael and a sense of commitment to those around us, through both values-based academic programs and a myriad of volunteer activities. Students at AMIT’s innovation hub partnered with the Access Israel organization to develop an application that ensures that handicapped parking spots remain available for those who need them. Students were involved in visiting and shopping for elders in their communities and collecting money and products to relieve food insecurity and help those in need. Rav Yisroel Ohayon, the head of the Yeshiva track at AMIT Sderot and winner of the National Teacher’s award, perhaps best exemplifies this communal commitment as he and his students volunteered every week to provide food, clothing, furniture and supplies for those needing it.

This is what continues to distinguish AMIT from every other educational network in Israel - our unified focus on academic excellence and Jewish values. Our teachers and principals would not consider AMIT successful even if we had the highest scores in the country if we didn’t make sure that inclusion of special students was a priority for us. The actions of our Robotics team from AMIT Modiin at an International competition in Australia this past year, underscored that commitment. After working for a full year, upon arrival, when they learned that they were scheduled to compete on Shabbat, even though a number of the events were able to be rescheduled, they chose to opt out and instead hung a sign explaining that they weren’t there because Saturday is the Jewish day of rest. (Despite their limited participation, they still won the research award).

I am incredibly proud of what each of us and all of us together did in 2019 to ensure the best, most innovative, values-based education for all AMIT students. As you read this report, I hope that you are as proud as I am.
UNITY in Caring for Our Most Vulnerable Kids

What does unity in caring for our most vulnerable and at-risk children mean? It means staff, bnot sherut, students, therapists, and others attend to the needs of our most vulnerable and at-risk children in among other places, our surrogate home, Frisch Beit Hayeled, and our Youth Village in Kfar Blatt. Through attention, love, therapy, and more love, these children begin to believe in themselves. That's the seed that is planted. When they grow up and break the cycle of dysfunction and poverty to create their own families and contribute to society, it is breathtaking.

2019: A Beit Hayeled Hanukkah to Remember

Beit Hayeled, AMIT’s surrogate home in Jerusalem is a prime example of how AMIT cares for some of Israel’s most vulnerable. Children live here by court order because their homes are unlivable for various reasons. It is also home to Midreshet AMIT. Making the Beit Hayeled children happy is paramount to Midreshet AMIT students, who, in addition to studying Torah, work with the kids and live on premises. When funding for the annual Hanukkah Chaggigah fell through, an AMIT Giving Tuesday campaign by Midreshet AMIT parents raised enough money for the students to put on a memorable party for the children, who enjoyed food, music, games, and prizes galore. The joyful respite was their biggest Hanukkah gift.

2020: Doors and Hearts Open at Kfar Blatt for Pesach

The fact that Israel was in the midst of a coronavirus closure did not stop AMIT Kfar Blatt from offering a protective home for students in need of a safe place to be during the Pesach vacation. This year, like every year, most of the AMIT Kfar Blatt Youth Village’s students were with their families for the holiday, and this year for much longer than the typical three-week vacation. But not all of the Kfar’s students were able to go home. Some from broken families and have no home besides Kfar Blatt. Others have families with whom they cannot spend extended period of times for their safety and well-being. For these students, and some recent graduates who live at Kfar Blatt and call it home, the Youth Village never closed its doors.
UNITY in Educational Excellence

What does unity in education excellence mean?
It means that for the third year in a row, Israel’s Ministry of Education names AMIT the Number 1 Network. It means that students win awards, schools win awards, teachers win awards, and it doesn’t stop there. More progressive pedagogical methods are being developed every day. Excellence is achieved by its staff and students coming together in unity for a joint mission.

2019: Partnerships Help Propel AMIT Students and Open Doors

One of the exciting accomplishments of 2019 at AMIT was the establishment of a new department focusing on partnerships and ecosystems. The primary goal is to facilitate the transition of AMIT schools from “schools” to “educational learning communities,” communities of constant learning and growth for all stakeholders. AMIT’s goal of developing 21st-century skills in our students as a means of helping better prepare them for the world of tomorrow requires connecting them to all facets of the world around them and utilizing partnerships to improve their learning experience. Through the partnerships that are developed, students gain exposure and acquisition of practical, hands-on experiences. These goals are critical to all students, but even more so to the 70% of AMIT students from Israel’s social and geographic periphery. The department creates the infrastructure and connections to the real-world for AMIT students.

Partnerships included: subsidized therapy sessions to AMIT students and their families; subsidized Psychometric courses to help open doors and promote higher education; tours of companies and leaders in a wide variety of fields, including Microsoft, Roladin Bakery, Volcani Center, Israel’s Agriculture Research Organization, courses at universities and more.

2020: A Most DisCERNing Trip for Physics Students

A delegation of 30 outstanding female AMIT physics students traveled to Geneva, Switzerland to visit the world’s chief physics research center: the European Organization for Nuclear Research, or CERN, home to the largest and most powerful particle accelerator in the world. Among the schools, several were from the periphery, where students at more typical schools may not have access to high-level STEM learning but do at these AMIT schools. The schools included AMIT Kennedy High School, Acco; AMIT Atidim High School, Or Akiva; Ulpana AMIT Anna Teich, Haifa; AMIT Lehava High School for Girls, Kedumim; Ulpana AMIT Givat Shmuel; AMIT Bellows Ulpana Noga, Beit Shemesh; AMIT Wasserman High School, Beer Sheva; AMIT Yud Ashdod High School. They met with scientists, toured the particle accelerator, and were exposed to advances in the field of physics.

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With a visionary outlook and the desire to always be one step ahead, and ensure that we are preparing our students in the best way possible for the world of today and tomorrow, AMIT has developed and implemented a new, cutting-edge field of entrepreneurship and innovation.

With the understanding that the future—which is already here—holds urgent challenges of a constantly changing world, jobs that were unimaginable only a mere few years ago, and a need for agility and versatility in the workplace, AMIT has developed a methodology that focuses on skill acquisition, exposure to the world of innovation, technology and development, and real-life experience. Our educational mission combines relevant global theories and real-life experiences, encouraging our students to be well prepared for their future and to succeed both in their private and professional lives.

As the leading educational network in this area, AMIT is pursuing this vision with a methodology that is committed to innovation and a forward-thinking approach, with innovation centers and with scaling to our schools. To date, AMIT has two innovation hubs, focusing on disruptive education and educational innovation, the HQ and R&D center located in the AMIT Gogya Center in Ra’anana that includes a MakerSpace, and a center that serves the northern region at AMIT Kennedy Acco Junior and Senior High School. These state-of-the-art centers, which service over 500 students from over 10 AMIT schools—mostly from Israel’s social and/or geographic periphery—in multi-year programs, expose students to the world of entrepreneurship. Mentors from a wide variety of fields sit just across the room from AMIT’s students at the HQ, providing modeling, ongoing support and feedback, while the students realize that the glass ceiling that seemed so distant is actually within their reach. Social mobility is a significant by-product of the program, with students dreaming about careers in areas that they never would have before believed possible for themselves.

Through partnerships with a wide variety of causes throughout Israel’s ecosystem— from Access Israel for the disabled, to major Israeli hospitals, to the Israeli Police, to top high-tech companies and much more—students are exposed to real-life problems and gain experiences and skills to develop proactive thinking, decision making processes and real-life solutions to these challenges.

The AMIT entrepreneurship teachers’ community is growing, spreading, and expanding the vision by leading a local implementation within their region and schools.

The entrepreneurship business unit’s strategic objectives this year is focused on scaling and increasing outreach of our students, impacting the teachers’ community, and promoting the local and global ecosystem.
UNITY in Educational Excellence
AMIT’s Unique Evaluation & Assessment Platform

One area that sets AMIT apart is the establishment of a unique in-house evaluation and assessment unit.

The groundbreaking work of this department in developing cutting-edge evaluations serves to inspire Israel’s education system at large, and the Ministry of Education in particular. Standard Ministry evaluations occur once a year, are based on standardized measures, and are one-sided. AMIT brings a whole new method of educational evaluation to the table: frequent and live collection of data and accessibility of this information; unique measurements and evaluations beyond standardized test scores; user-friendly evaluation methods; and 360-degree feedback studies in which all relevant members take part in the evaluation process.

Run by Dr. Michal Aflalo, a top expert in educational evaluation with years of experience developing measures and metrics for organizations, this unit enables AMIT to continuously assess strengths, weaknesses and progress in a wide variety of areas, and shift and adapt in order to ensure that we are constantly on the path towards achieving our goals. Areas of assessment range from pedagogical innovation and 21st-century skill acquisition, to school climate and relationships between students and teachers, to inculcation of a wide array of important values.

AMIT’s most unique development is what’s coined “Madad AMIT”, (The AMIT Measure), which evaluates, in real-time, the pedagogical progress of a school in every area and is available to educational teams via an online format. The Madad serves as a basis for the development of work plans, as well as decisions regarding specific areas of focus, so that schools can stay on target and ensure progress in each given area.

In-depth qualitative studies are available to AMIT schools, evaluating specific areas of interest or focus, including student motivation, student-teacher dynamics, ability to learn in open-space classrooms, student reflection and feedback, and teamwork among teachers, to name a few.

A 360-degree feedback evaluation was established for the AMIT headquarters, enabling the assessment of each department and individual. Feedback is collected from superiors, employees, colleagues, and for principals and staff in the schools, evaluating the effectiveness and efficacy of the headquarters in meeting the needs of the schools.

The unit has trained over 30 in-house evaluation specialists throughout AMIT schools, with the goal of ensuring a culture of assessment throughout the Network.
UNITY in Leveling the Playing Field

There is no “periphery” when it comes to education and opportunity with AMIT. North, South, East, and West, the AMIT map embraces all of its diverse student population no matter where they live or what is their background by ensuring that more than 37,000 students get a cutting-edge education. STEM courses, opportunities in innovation and entrepreneurship, advanced Torah learning, access to college courses, vocational training, accelerated or supportive services, whatever is needed to make each student his or her best self. AMIT levels the playing field.

2019: From High School Dropout to Proud IDF Officer

Malka T. completed the last three of her 21 bagrut (matriculation) exams and began studying information and communications technology at the AMIT Junior College at Elaine Silver. These are major achievements for the young woman who dropped out of school from 10th grade until the middle of 12th grade. In 9th grade, she attended a religious girls’ school in Beer Sheva, but was unhappy. “I didn’t connect to it, so I just stopped going,” said Malka. Malka’s mother, a single mother with seven children, was disappointed but had little control over her headstrong youngest daughter. One day, Malka’s sister suggested she try Elaine Silver, where she enrolled in the Art Track. Now she is set to go into the army as an officer. Finding the right fit and being encouraged, put her on the right track in her life. Her success created more success.

2020: Junior Colleges Catapult Students into the Future

Elad A. is a prime example of what happens when you level the playing field and a student receives “a little extra.” A 2017 graduate of AMIT Tiferet Gur Ayre Junior College, Rehovot, Elad is a rising officer in the IAF. He was awarded the prize of Excellence for Soldiers in the IAF Technological Systems. He credits his success to the “extra step” he took spending two years at the junior college. Elad wasn’t interested in his classes in high school. But he loved electronics. It was at the suggestion of a high school teacher that Elad consider going to junior college. Even at junior college his interest focused on electronics, not academics. But his college counselors encouraged him. He ploughed through, studying Torah in the mornings and electronics in the afternoon. “Attending the junior college changed the course of my life,” Elad said.
UNITY in Zionism

Being proud of the state, supporting and defending Israel are among AMIT’s core values.

Role models abound of those who have served the state. Remembrances abound of those who have sacrificed for the state. Building a stronger, self-reliant State of Israel not only means servicing in the IDF or National Service to create a strong and secure Israel. It also means that each student becomes a contributing member of Israeli society and plays a role taking care of one another.

2019: Preparing for the Army While Still in High School

Dvir High School in Beit Shemesh gave students an experiential, week-long taste of the army. They took part in the Gadna, the government youth movement that trains teenagers prior to their mandated army service. For their training, they arrived at the Tzalmon Gadna base in the lower Galilee to become acquainted with the basics of service in the Israel Defense Forces. Donning army fatigues, they learned about the army’s hierarchy, discipline, and what it is like to work under a tight schedule. They also tried their hands at field craft and the shooting range and experienced some of the more challenging parts of basic training. By week’s end, the students from AMIT Dvir in Beit Shemesh said the challenging and unique boot camp experience motivated them for their future service to the country.

2020: A Student Profile in Courage Against Racism

Liel, a 9th grade honors student at AMIT Yud Ashdod whose parents were born in Ethiopia, is a staunch Zionist and an advocate against racism. She may be the young face against racism in her beloved country, Israel. She addressed President Reuven Rivlin and other top leaders at a conference against racism. To Liel, a strong Israel starts with ridding the country of racism. In a display of conviction and courage, she addressed the audience and told them about her own experiences with racism. An aspiring surgeon, Liel takes advanced extra-curriculum courses with a very selective program. “A boy there chose to call me black to make me feel like I did not belong. He told me to return to ‘my country.‘ Israel is my country! This is where I was born, will get married and make a family…I am asking you to invest in educating the next generation. Today’s children are the prime ministers and presidents of tomorrow. Together let’s end this pain.”
UNITY in Jewish Values

Chesed in a core value for AMIT and is taught and demonstrated by our students in countless ways. Overarching and underpinning AMIT are timeless Jewish values that include caring for one another, giving back to the community and looking out for society’s most vulnerable. In a word, it is doing chesed, which literally means kindness but refers to acts of goodness done for one’s fellow.

2019: Living is Giving for AMIT Wasserman Girls in Beersheva

Being a good citizen means many things. The 11th-grade students from AMIT Wasserman Junior and Senior High School in Beer Sheva, recently worked with the municipality to give one of the city’s parks a facelift. The project is part of a school program that combines academic excellence with values-based leadership and social skills, encouraging students to contribute to the greater society as they achieve personal growth. The young women brainstormed ways in which they can improve their community, and then based on their interests, they divided into groups. Some of their efforts included creative initiatives, working with animals, and working with the elderly or children.

2020: Students Do Good Deeds During Difficult Pandemic

During the health crisis, chesed flourished. Daniel, 15, a student at AMIT Ashdod Yeshiva launched a nationwide effort of 200 volunteers who brought food and medicine to quarantined seniors. “The world is like a puzzle,” said Daniel. “Everyone does their piece of the puzzle and creates a better world in the process.” AMIT Technological High School in Ashdod students took their own money to buy flowers from a local farmer. They give him business, took the flowers, packaged them with food, and delivered all to local senior housing units. Other AMIT students ran a food pantry in Beit Shemesh. These students used the crisis as an opportunity to help one another.
Your Impact

14 Medals
AMIT Kfar Ganim Yeshiva High School special needs students win 14 medals in the national student Special Olympics.

National Cyber Competition
AMIT Wasserman Junior High School, Beersheva place 1st (in all Hemed (religious) institutions and the sixth place in Israel (out of 300 schools) in National Cyber competition.

Film Competition
3 AMIT schools (AMIT Hallel- 2nd place, AMIT Kfar Ganim- 2nd place AMIT Wasserman High School for Girls, Maaleh Adumim- 1st place) win national film competitions.

Creative Thinking
AMIT Netivot Dror Yeshiva High School, Or Akiva won first place in the category of “Creative Thinking” at the YTEK National Robotics Competition.

Robotics
2 robotics teams from the AMIT Mr. & Mrs. Lester Sutker Arts and Sciences H.S. for Boys, Modiin win national competitions and competed in international competitions.

Presidential Award
2 AMIT students receive presidential award for outstanding immigrant.

100% Bagrut
7 AMIT schools achieve 100% bagrut rate competitions

Election
AMIT student elected as first president of Ethiopian decent in national student council.

1st Entrepreneurship
AMIT schools sweep National Entrepreneurship Competition. AMIT Mekif Bet High School, Ashkelon wins first place at Unistream national youth business and social entrepreneurship competition (for their invention of a smart diaper); AMIT State Technological High School Jerusalem placed 3rd in the category of excellent startup (creation of startup called AutoMeet for All to help simplify meeting planning at the press of a button); 2 teams from Yeshiva AMIT Bruchin in places 4 and 6 in category of excellent startup.
Your Impact

National Prize
AMIT Kennedy Junior and Senior High School, Acco wins National Prize for Educational Excellence by Ministry of Education

Top 10 Army Recruitment
AMIT Gwen Straus High School for Boys, Ra’anana recognized as top 10 army recruitment in the country with 95% of students going into the army and 26% of students continuing onto become officers.

Volunteerism
4 AMIT students and school (AMIT Dvir Beit Shemesh) win prizes for outstanding volunteerism and contribution to society.

Air Force
Two AMIT Gwen Straus Science-Technology and Yeshiva High School alumni receive the esteemed Pilot “wings” from the Israeli Air Force.

Space
AMIT Yud Ashdod and AMIT Gwen Straus students advance to national Ilan Ramon Space Lab competition.

National Prize
3 AMIT schools have been awarded the HEMED national prize for educational excellence (religious public school division).

Teacher of the Year
Seven AMIT teachers have been awarded with the “Teacher of the Century” prize by HEMED (religious public-school system).

Top School
AMIT Gutwirth State High School, Sderot recognized as the top school by Ministry of Education in 2019. For the 5th year in a row.

Educational Excellence
3 AMIT schools receive AMIT Benjamin Award for Educational Excellence: R&D team at both AMIT Hatzor HaGlilit and AMIT Kiryat Malachi Jr. and Sr. High School, the English faculty at Yeshivat AMIT Nachshon in Mateh Yehuda, and the science faculty at Yeshivat AMIT Eliraz in Petach Tikva.

Student Achievements
AMIT Wasserman, Beersheva is unprecedented in number of incredible achievements by students with 9 award-winning competitive athletes and 12 army lieutenants.
# Statement of Financial Position

**As of December 31, 2019**

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>2019 AMIT USA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>$2,392,490</td>
</tr>
<tr>
<td>Investments, at fair value</td>
<td>4,182,876</td>
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<tr>
<td>Contributions receivable, current portion, net</td>
<td>652,159</td>
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<tr>
<td>Prepaid expenses and other assets</td>
<td>86,444</td>
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<tr>
<td>Total Current Assets</td>
<td>7,313,969</td>
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<tr>
<td>Contributions receivable, less current portion, net</td>
<td>247,000</td>
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<tr>
<td>Fixed assets - net</td>
<td>4,589,184</td>
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<tr>
<td>Total assets</td>
<td>$12,150,153</td>
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<table>
<thead>
<tr>
<th>LIABILITIES AND NET ASSETS</th>
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</thead>
<tbody>
<tr>
<td>Liabilities</td>
</tr>
<tr>
<td>Accounts payable and accrued expenses</td>
</tr>
<tr>
<td>Deferred revenue</td>
</tr>
<tr>
<td>Obligations due under split-interest agreements</td>
</tr>
<tr>
<td>Total liabilities</td>
</tr>
<tr>
<td>Net assets</td>
</tr>
<tr>
<td>Without Donors Restriction</td>
</tr>
<tr>
<td>With Donors Restriction</td>
</tr>
<tr>
<td>Total net assets</td>
</tr>
<tr>
<td>Total liabilities and net assets</td>
</tr>
</tbody>
</table>
## STATEMENT OF ACTIVITIES, YEAR ENDED DECEMBER 31, 2019

<table>
<thead>
<tr>
<th>Financials</th>
<th>Additional Funds*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenues, gains (losses) and other support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributions</td>
<td>6,591,498</td>
<td>1,830,646</td>
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<tr>
<td>Special Events Income (net of cost)</td>
<td>223,129</td>
<td>33,449</td>
</tr>
<tr>
<td>Legacies and bequests</td>
<td>257,178</td>
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<tr>
<td>In-kind contributions</td>
<td>5,000</td>
<td>16,135</td>
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<tr>
<td>Investment income (loss)</td>
<td>690,291</td>
<td></td>
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<tr>
<td>Other revenue</td>
<td>23,560</td>
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</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>7,790,656</td>
<td>1,880,230</td>
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<table>
<thead>
<tr>
<th>Expenses</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Israel projects</td>
<td>7,012,914</td>
<td>1,810,338</td>
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<tr>
<td>Public information and education</td>
<td>1,181,758</td>
<td></td>
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<tr>
<td>AMIT Children magazine</td>
<td>210,162</td>
<td></td>
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<tr>
<td><strong>Total program services</strong></td>
<td>8,404,834</td>
<td>1,810,338</td>
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<table>
<thead>
<tr>
<th>Supporting services</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Management and general</td>
<td>1,077,739</td>
<td>41,935</td>
</tr>
<tr>
<td>Fund raising</td>
<td>767,224</td>
<td>27,957</td>
</tr>
<tr>
<td><strong>Total supporting services</strong></td>
<td>1,844,963</td>
<td>69,892</td>
</tr>
</tbody>
</table>

| Total expenses                    | 10,249,797        | 1,880,230   | 12,130,027 |

| Change in net assets before nonoperating changes | (2,459,141) | - | (2,459,141) |
| Actuarial change in split-interest agreements   | 56,527       | - | 56,527      |
| Change in net assets                          | (2,402,614)  | (2,402,614) |
| Net assets - beginning of year                 | 9,970,002    | - | 9,970,002   |
| Net asset - end of year                        | 7,567,388    | - | 7,567,388   |

*Additional funds raised outside the US*

The revenue of USA $7,790,656 does not include monies collected in 2019 from prior year pledges in the amount of $765,000. The expenses of $10,249,797 include some non-cash items such as depreciation of $535,919. It also includes payments to Israel for projects that were funded in prior years.

The impact of these items would result in a much reduced change in net assets.
Dedications

The Mildred Hellerstein, z”l, Math Excellence Program
The Mildred Hellerstein, z”l, Math Excellence Program at the AMIT Dyckman Ulpana in Beersheva is helping pave the way for students' future success. Designed to make math accessible to mid-level math junior high school students, the program, which incorporates an innovative Gogya-like approach of dynamic and interactive teaching and learning, helps students stay on track for a level 4 or level 5 math bagrut in high school. This allows students to go onto advanced subjects like physics and computer science, a prerequisite for higher education after National Service or service in the IDF.

This, the program's third year, was extremely successful. We added extra teaching staff thereby having smaller groups for instruction, had university math students assisting, and offered a fun summer math camp that prepared our students for the start of school. The program's success has attracted the interest of the Ministry of Education as a replicable model in other schools throughout AMIT's network and greater Israel.

Sutker Renanim Science & Tech Jr. & Sr. HS Dedication
Sutker AMIT Renanim Science and Technology High School in Ra'anana welcomed Mr. and Mrs. Lester Sutker at a dedication ceremony at their school on January 20, 2020. In a moving ceremony, the couple, who traveled from Chicago, unveiled their plaque in the school's library. The staff and students expressed their gratitude to the Sutkers and shared how the school's innovative Gogya concepts transform teaching into dynamic student-led opportunities for growth. The Sutkers even had a chance to experience Gogya in interactive games with students.

The students' achievements in art (one student presented the couple with a portrait she painted) and science (a science experiment was demonstrated) were displayed as a way to share the school's many disciplines. Mr. Sutker said he was very pleased to see that the students were getting such a wonderful start in life at the AMIT school that now bears his name.
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