

PiM Arts High School
Annual Report
October 6, 2023



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PiM ARTS
HIGH SCHOOL

Table of Contents

SECTION A: ACADEMIC ELEMENTS

A1. MISSION AND VISION	3
a. ASSESSMENT OF MISSION AND VISION	3
b. STATEMENT OF PURPOSE	4
A2. ACCOUNTABILITY PLAN GOALS	5
A3. AFTER SCHOOL PROGRAMMING	7
A4. PARENT INVOLVEMENT AND SATISFACTION	7
A5. CURRICULUM	7
A6. SCHEDULING	9
A7. PROFESSIONAL DEVELOPMENT AND TEACHER EVALUATION	9
A8. INNOVATIVE PRACTICES, FUTURE PLANS	11
A9. AWARDS	12

SECTION II: GOVERNANCE AND OPERATIONAL ELEMENTS

DISTRICT OVERVIEW	12
B1. ADMINISTRATOR AND TEACHER LICENSURE	12
B2. SCHOOL MANAGEMENT AND ADMINISTRATION	13
B3. ORGANIZATIONAL STRENGTHS, CHALLENGES, PLANS	13
B4. STUDENT ENROLLMENT AND ADMISSIONS TRENDS	13
B5. COMMUNITY CONNECTIONS AND PARTNERSHIPS	14
B6. BOARD MEMBER ORIENTATION AND TRAINING PLAN	14
B7. BOARD MEMBER INFORMATION	14

SECTION III: FINANCIAL ELEMENTS

C1. CURRENT FINANCIAL POSITION	14
C2. INTERNAL FINANCIAL CONTROLS	15
C3. AWARDS	15

Appendix A: Strategic Plan	
Appendix B: Accountability Data	
Appendix C: Block 5 Activities	
Appendix D: Parent Survey Data	
Appendix E: Licensure Data	
Appendix F: Organizational Structure	
Appendix G: Enrollment Trends	
Appendix H: Admissions Policy and Procedure	
Appendix I: Community Partnerships	
Appendix J: Board of Directors Listing	
Appendix K(a): Current Financials	
Appendix K(b): Financial Dashboard	

Section A: Academic Elements

A.1 Mission Statement:

PiM Arts High School is a community dedicated to the artistic and academic growth of every learner.

Vision

In an inclusive community of creatives, PiM students will find their personal artistic voice and develop critical thinking skills necessary to thrive in the world that awaits after graduation.

Core Beliefs

- I. Students who study in the arts gain creative skills to solve problems through collaboration and critical thinking
- II. Students learn best when they have an abundance of positive connections in the learning community
- III. All students have intrinsic value and we honor their identities as artists, scholars, and humans
- IV. Racial consciousness and culturally sustaining practices are vital to the growth of our community of creatives
- V. Learning space must be a safe environment where students can make courageous choices
- VI. The PiM community has the ability and duty to foster growth through consistent effort and high expectations

Assessment of Mission and Vision

PiM Arts High School works to meet its mission and vision on a daily basis. The depth of arts education opportunities and requirements for students provides a significant development opportunity not available at a traditional high school. Our students experience high expectations in academic classrooms. We accept students where they are, but challenge them to improve each day. Our Advanced Placement program continues to provide academic challenges to participating students. PiM Arts High School will assess progress toward meeting its mission and vision through a comprehensive study of its academic and

artistic programs on a yearly basis. This will include but is not limited to formally collecting student, parent, and staff feedback on programmatic and organizational effectiveness. We continue to make efforts to utilize data to make decisions in regard to teacher and curriculum effectiveness in preparing our students to be college and/or career ready. A continued study of best practices in the general education and arts field will provide an additional source of self-evaluation. Opportunities identified through this comprehensive process will guide future decision-making. We continue to evolve in our facility, working to find artistic partners to provide authentic artistic experiences with our students. We track the activities of our graduates to determine programmatic direction in terms of our vision. Our Strategic Plan is attached as *Appendix A*.

Statement of Purpose: PiM Arts High School addresses the primary purpose of all charter schools, *to improve pupil learning and student achievement* and works to *increase learning opportunities for all pupils* as outlined in *Minnesota Statutes 2013, sec. 124D.10, subd.1*.

Improve Pupil Learning and Student Achievement

PiM Arts High School improves pupil learning by providing students with a safe and inclusive environment, with a strong focus on student learning, artistic growth, and community collaboration. PiM Arts High School instituted Academic Success Plan meetings for students who demonstrate a failing grade in two or more classes for two weeks. These student success meetings include the educational team as well as parents and an administrator. Our students participate in a yearly arts jury process that provides students the opportunity for artistic feedback and guides individual learning and growth. We often hear testimonials from parents of students who have struggled to fit in at other schools how much they appreciate the home they find at PiM. This is a product of the inclusive and welcoming culture we try to extend and maintain.

Note: In the 23-24 school year, we are updating this process.

Our students participate weekly in the “Ramp up for Readiness” curriculum to our advisory period for all students grades 9-12, and hope to see this impact our students' performance in high school and beyond.

Note: In 23-24, we are transitioning to MCIS (Minnesota Career Information System, supported by the Minnesota Department of Education)

Because we have students from over 50 school districts from across the metro, all incoming 9th grade students take a math placement test to ensure we are placing them in the appropriate level math classes. We continue to fine-tune how Math happens at PiM (please see the *Curriculum* section for more details.)

Increase Learning Opportunities For All Pupils

The secondary purpose of the PiM Arts High School is to increase learning opportunities for all pupils through rigorous academic coursework and unique artistic performance

experiences in Music, Theater, Dance, Musical Theatre, Media Arts and Visual Arts. PiM Arts High School provides unique artistic learning opportunities not available in the traditional high school setting. In depth Music Theory combined with the opportunity to develop as a composer and creator take music students well beyond the traditional high school setting. Students engaging in dance at PiM Arts High School have the opportunity to take classes in modern and ballet technique and creation not available in any traditional high school in Minnesota. Theatre students take a much deeper look at craft and technique, paired with the opportunity to create, direct, and perform in meaningful performances. Our Visual and Media Arts programs are led by master teachers who have a combined 35 years experience in the classroom and the field. They are building quality programs which will become destinations for students passionate about this content. Visual Arts has found great success and continues to grow; it is the largest major offered at PiM. The depth of knowledge students get in their artistic area far exceeds state and national standards, and the time dedicated to artistic growth gives our students a clear advantage as they move on to their chosen post-secondary existence.

A.2 Accountability Plan Goals:

Testing overview: Testing returned to normal in the 22-23 school year with increased participation in district and state testing. In addition to district and state testing, we were able to offer the PSAT-NMSQT, ACT and PreACT, and AP testing with validity. Please see *Appendix B* for score reporting.

1.1 MCAs: We were able to proctor the MCAs for Science, Reading and Math this year with little interruption. As indicated above, we had a significant increase of testing students as opposed to opt outs than in the previous year. We increased MCA Math testers from 38 to 70, and Reading from 65 to 96. While we are not at state levels of performance in Math we are encouraged by the 10% increase in scores. We continue to perform above state level in Reading. Proficiency is accounted for in *Appendix B*.

1.2 When looking at PiM's Proficiency broken down by demographics and compared to the state, I have created a chart to show our findings in *Appendix B*. It is important to note that in both Reading and Math and taking in account cell sizes greater than 10, only White and Hispanic/Latino meet that criterion for reporting. All groups are represented in the chart, even if cell size is less than 10.

1.3 MDE is no longer providing MCA Growth data.

1.4 NWEA: We were largely able to conduct the NWEA Fall and Spring Reading and Math tests for all 9th and 10th grade students.

In the Fall Reading testing, in both 9th and 10th grade, over 76% (9th- 76.6%, 10th 75.7%) of our students were showing scores at or about the national median. In the Fall Math testing, over 64% of our 9th and 10th grade students were performing at or above the national median (9th- 61%, 10th- 67.3%).

In the Spring Reading test, we had approximately 15 fewer students in each grade complete the test. However, the scores indicate that 81% 9th grade students and 72% 10th grade students were testing at or above the national median.

Similarly, in the Spring Math NWEA testing, we had approximately 15 fewer in each grade students complete the testing. Those that tested showed that 64% of 9th grade students and 69% of 10th grade students were testing at or above the national median.

1.5 In Reading, we increased students showing growth from Fall to Spring with 47% 9th and 44.5% 10th graders meeting their growth target RIT scores from the previous 21-22 school year. Because PiM students generally test at or above national medians, we know that the rate of growth can sometimes be less. In Math, there was greater growth with 61% of 9th and 54.8% 10th grade students showing growth. Our goal with QComp in the 22-23 school year is to increase the percentage of students meeting their growth targets to 56.2% and we met that goal.

1.6 Graduation Rate: Our graduation rate for the 2022 SY increased from 71.6% to 84.3%. We continued to have students who were affected academically by the pandemic and credit loss that resulted from that, historically and presently, we have a number of students throughout the senior year who transfer to other programs, who realize they are not going to graduate on time, or who determine another school to be a quicker route to graduation. PiM requires 56 credits for graduation, where the state requirement is 43. These additional requirements are largely in arts classes, which speaks to the rigor of our programming. Students who join PiM struggling academically or behind in credits can find it difficult to meet our graduation requirements in 4 years. This is one of the biggest impacts on our graduation percentage rate. This is data we have regarding our seniors in the 22-23 school year:

- 94 Senior enrolled total throughout the year
- 80 enrolled at the time of graduation
- 69 Graduates
- 11 still enrolled with us for the 2023-2024 school year for 5th year
- 8 transferred to another program
- 5 dropped out or had 15-day withdrawal

1.7 ACT+Writing: PiM Arts High School administered the ACT+Writing in accordance with state mandate. We are finding that because colleges and universities no longer require college entrance exams for admittance, fewer students are taking the ACT on our district testing day. On the statewide school day administration and the national test dates in 22-23, 40 juniors took this test. Our students continue to perform strongly in Reading and English.

1.8 We had one EL student in the 22-23 school year, who met with an EL support staff weekly. This student is not yet at a level to test out of EL status according to ACCESS testing and as a 9th grade student, has not taken any MCA tests.

1.9 See 1.2 and *Appendix B*.

1.10 Mission Specific, School-wide stage performance/exhibition Goal: As an arts high school, a large part of what we believe makes students grow and become collaborative members of society after PiM is their participation in the various artistic opportunities provided to them at PiM. We were very happy to have a more “regular” performance/gallery calendar in the 22-23 school year as we ease out of social distancing/pandemic protocols. Our Advisors have continued to keep records and document the following to administration: A total of 95.6% of our students participated in artistic opportunities. This met our QComp Goal of 85% of our students participating in their arts area.

1.11 In data collected by our school counselor and our post PiM planning volunteer counselor, 67.5% of our graduating class were enrolled or accepted into a post secondary program. The remaining students indicated entering the workforce or taking a gap year.

1.12 Advanced Placement: 66 students were enrolled in one or more of our 6 offered AP Courses. Our AP Test participant numbers decreased from the previous year with 53 total students taking a total of 64 exams. Scores continue to be in line with Minnesota scores with 70% of the exams taken receiving a score of 3 or higher. Even with these achievements, we will continue to employ our best practices, and refine aspects of our teaching to see higher scores. We were distinguished by the College Board and placed on the AP School Honor Roll for the 22-23 school year.

PSEO: In 22-23, we had 11 students participate in PSEO. Of those, 0 were full time PSEO and they all alternated between their college courses and taking courses at PiM. Some were full time during a quarter/semester, but no one was dually enrolled full time for the course of the year. College and Career Readiness data can be found in the College/Career Preparation Activities Chart in *Appendix B*.

Link to 23-24 Testing Calendar:

<https://www.pimartshs.org/2022/09/16/pim-arts-high-school-22-23-test-overview/>

A3. After School Activities: Students have many opportunities to participate in after school (block 5) activities throughout the school year. Activities include academic tutoring, arts-area rehearsals, and special interest group activities. Please find a listing of this year’s fall block 5 activities in *Appendix C*.

A.4 Parent Involvement and Satisfaction: Parents have found many ways to be involved with supporting PiM Arts High School. Parents have served as board members, supported the technical aspects of our performances, volunteered in the office, and supported the school financially. Our PiM Booster Organization continues to make a significant impact in providing funding as well as performance support for our arts presentations. Booster

participation continues to be strong, and Boosters are looking to provide opportunities for parents to connect as well.

Parents and school staff interact and collaborate through a number of opportunities. The PiM Boosters Organization works with staff to support students and staff, and really does an amazing job of leaning into our school culture. The boosters collaborate with staff on mini-grants for classroom improvement, on scholarship opportunities for students, and creating an interesting and pleasant artistic environment for our galleries and shows. Parents participate in feedback opportunities through the board, through survey, and informally by connecting with staff directly. Parent voice is an important one at PiM, as our students require parent engagement just to be here. We want parents to feel their student is making a good decision to be here daily, as it takes great effort to get to and from school for many students based on their geographical location. Parents and staff actively engage at IEP and 504 meetings, but student support meetings are not limited to these opportunities. Parents, administration and teachers prioritize meeting to connect on academic, artistic, or social/emotional struggles and successes.

Parent contact and feedback is a vital part of our community approach to student growth. We include parent feedback opportunities throughout the school year including the end of year parent satisfaction survey. Beyond the survey however, we work to be responsive to parent concern and feedback. The results from the 2022-2023 survey can be found in *Appendix D*.

A.5 Curriculum: Our course requirements and offerings support MN State standards, the Common Core ELA, and the National Common Core Standards in the Arts. Students earn one credit for one-quarter class. Students take four courses a day, a quarter. If students are in full attendance and complete each course successfully, they will have earned 64 credits; PiM Arts High School requires students acquire 56 credits to graduate. Within those credits, students earn eight or more in Language Arts and Social Studies. Students earn six or more in Mathematics and Science. Students can earn the required Physical Education credit through a variety of dance classes. To earn an Arts Endorsement- students earn 18 or more credits in their major. We offer two AP courses in each Academic area, and an AP Music Theory class. Reflective practice is critical to maintaining our goals and we are exploring ways to align our offerings to the needs of students across the spectrum of learning abilities and social needs.

All departments are reviewing their curriculum alignment and test scores in an effort to successfully increase learner understanding and be more responsive to each student's learning needs. Our first professional development day in September will be devoted to data analysis and application.

The Arts Departments continue to align their course offerings and the annual Jury Series. In addition, we have reinstated our Senior Capstone class for those seniors wishing to earn their arts endorsement. We have added to our Visual Arts and Media Arts course offerings and staff to meet the increasing student interest in these areas.

With the help of our Special Education Coordinator, the department is working on refining its model to provide a more inclusive classroom experience for all students on IEPs. We will continue to refine this process this year as IEPs are revisited. We continue to offer training to the staff in the inclusive model. Currently, students who need service minutes in Math or ELA are concurrently enrolled in a support “Foundations” course that is co taught. This class is available for all struggling students and is not specific to students on Ed Plans- though they make up a majority of these classes. Foundations courses will also serve as remediation courses in the 2nd and 4th quarters of the school year.

Over the course of the year, each of our departments, in cooperation with the administrative team, conduct review and revision of curricular offerings. With the comprehensive goal of providing a series of arts and academic options over a student’s years here, we conduct yearly school-wide credit checks and 4-year planning. The student progress and opportunity in coursework influence the choice to expand our offerings.

We continued to be a Ramp Up school in the 22-23 SY. PiM Arts High School has chosen to participate in a partnership with the University of Minnesota to help kids reach their highest potential. Ramp-Up to Readiness™ is a college preparedness program designed to help Minnesota middle and high school students succeed at the next level--whether they choose a four-year college or university, or a technical or community college. According to a growing body of research, by 2018 more than 70 percent of jobs in Minnesota will require some form of education past high school. We're excited to be a part of this aligned effort and help Minnesota enter a new era--one in which all of our students are expected and supported to go beyond a high school diploma and obtain a postsecondary degree or certificate. For more details about the program, visit www.rampuptoreadiness.org.

Note: We are transitioning to MCIS for the 23-24 school year.

We continue to work toward improving how Math happens at PiM. We have all incoming Freshmen take a Math Placement test so they are appropriately placed to find success in Math. We have identified that we have students coming in at below middle school Math levels and have now created an Intro to Math A (below middle school Math) and an Intro to Math B (middle school math). Students who are in these classes now get Math for a full year (A) or three quarters of the year (B). We have also transitioned the sequencing of Math, so students will have both Algebra and Geometry freshman and sophomore years, so that there is less loss of Algebra knowledge from freshman to junior year when they take Advanced Algebra. We began Intro to Math, though we only had one level) in the 2016-2017 school year, and with our Math classes being part of the inclusive model, we have already seen improvement in our NWEA Math scores and hope to see that trend continue into their junior year when they take the MCA Math tests.

A6. Scheduling: PiM Arts High School follows a block schedule, which allows for a

semester's worth of content to be covered in a single quarter. The longer classes work great for our music, theatre, and dance classes providing an appropriate amount of time to dig into material. Limiting the number of classes students take has been helpful in assisting students focus on assigned material. The block schedule also prepares students for longer class periods in college. The downside of a block schedule is that new conflicts arise yearly from our limited space and staffing issues. Some classes need to overlap in a schedule, or are unavailable yearly. We also find that the loss of learning in Math and Spanish can be great from year to year. This makes our school wide student 4-year planning very important.

A7. Professional Development: We have time for professional development embedded into our school year, with teachers meeting in PLC's each Monday. We provide approximately 6-10 hours to teachers during Workshop Week in specific CEU workshops, and collaboration with peers and leaders. We have five full days dedicated this school year to Professional Development in the areas required by the state for license renewal, and in additional collaborative areas important to our community and based on staff choices. Per Q-Comp program funding, each teacher is invited to participate in Professional Development of their own choosing with a reimbursement of \$300. This money is primarily for teachers to seek Professional Development in their license content area, which we do not provide school wide. PiM strives to offer all other required areas for license renewal on a rotation. We dedicate a certain amount of funds to the acquisition of resources/readings to support teacher growth. In the 22-23 school year we have continued our focus on our school-wide anti-racism work with Umar Rashid, we began in the 20-21 school year and continue to do so in the 23-24 school year. PiM is committed to equity in education and anti-racist practices and policies. We also offered Professional Development in Adolescent Mental Health and Suicide Prevention, Positive Behavior Intervention Strategies and Supportig LGBT Youth. Professional development activities documentation chart can be found in *Appendix B*.

Teacher Evaluation: To maintain and improve our academic and artistic rigor school-wide: we have established a Teacher Development and Evaluation process that supports teachers in effective and transformational teaching which cultivates, and challenges each learner's intellectual and expressive potential. The stated purpose of the TDE is to support students in acquiring knowledge and skills while cultivating self-discovery and a love for learning. PiM's implementation of the State Mandate for Teacher Development and Evaluation emphasizes the Development of the teacher in service to student growth. The Evaluation serves our individual development. The process of the TDE encourages teachers to refine technique, expand content practice, and purposely reflect upon teaching and student learning with colleagues. Essentially, we are asking how what we do sets goals for and supports student development. The TDE makes use of PLCs and various other collaborations, funded Professional Development for individual teachers and school-wide training, Observations with corresponding rubrics, Individual Goal Development Plans, Student Learning Goals, Student Surveys, and Reflective writing. A team of six teacher leaders and the Director of Teaching and Learning provide the mentoring/observations/and structured PLC meetings in our TDE.

The TDE at PiM Arts High School is composed of these parts:

Teacher Practice (45% of the Summative Evaluation)

IGDP - yearly Individual Growth and Development Plan and revisions
Formal Observation Cycles using rubric scores for domains in Planning, Environment, Instruction, Professionalism
Points of Contacts Requirements and Records
Professional Development participation - at least 180 minutes per school month

Student Outcomes (35% of the Summative Evaluation)

School-Wide Shared Academic Performance Goals (5%)
SLGs - Two per year Student Learning Goals scores (25%)
Other value-added data - (5%)

Student Engagement (20% of the Summative Evaluation)

Longitudinal Student surveys that inform teacher practice (10%)
Performance Participation Goals & student work samples (10%)

The Summative Evaluation is a performance rating of all component evidence gathered over a three year cycle. The feedback informs a new Individual Growth and Development Plan for the next three-year cycle. Ratings results categories are Exemplary, Effective, Development Needed, and Unsatisfactory.

A8. Innovative Practices

Artistic Partners

We are working to partner actively with leaders in the artistic community. Currently, we have an outstanding artistic partner who are working alongside our students and staff to foster artistic growth and produce amazing work. Black Label Movement, a local dance company led by University of Minnesota Dance Instructor Carl Flink, continues to do occasional rehearsals in our space and produce work with our students for performance in our dance concerts. When they are in the building it creates not only an atmosphere of professionalism, it gives our students the signal that we are serious about the arts education we are providing. PiM is currently building an Artistic Partnership with Artistry in Bloomington. We are in the process of developing a strong relationship that will give and our students will have the opportunity to study and perform with Twin Cities actors in performance on a jointly produced large scale musical performed on the Artistry stage in the Spring of 2025. Our student artists will also have the opportunity to work with Artistry gallery staff in their two galley spaces and have a PiM Gallery in the Artium Gallery in the spring of 2024.

Embedded Health

We have re-integrated a Health class into our curriculum, taught in four units over four years, this is a grade-level curriculum seminar that explores the impact of stress, drugs and alcohol, nutrition, diet, sexual activity, disease, safety, violence, and community health factors

on the health and well-being of teenagers. A major teaching tool is discussions between students, health instructor, Advisor, and various guest experts. Students will earn a quarter credit each school year in health education.

Arts Capstone Project

Developed by the Arts staff to give students high-level expectation and authentic artistic experience - an additional credit and Honors Endorsement is earned through a new and optional Capstone Project, a performance project that demonstrates your work and growth as an artist. This earns one credit, which may be earned as a self-directed study or outside the school day. All Capstone performance projects must have a clear proposal with a tentative rehearsal calendar, artistic vision/statement to earn advisor approval. To be eligible for Senior Capstone and to earn an honors endorsement, students must be on track for their regular endorsement. We have provided this option twice as a class during the school day during the school year to have more participation in the Capstone process.

Arts Juries

Our yearly arts jury process is an innovative approach to individualized learning and intentionally aids students through personal growth in their artistic area. Our jury process has evolved over time to provide increasing support to the students as they take part in the arts jury process. The arts Juries were recognized by the Minnesota Association of Charter Schools as their winning Innovative Practice for 2020.

Arts Internship

Since this program began in 2017, PiM has been placing 11th and 12th-grade interns at local arts organizations during our spring semester. Students fill out an interest survey for the Internship Coordinator to use in finding a qualified placement. The student interns spend an hour to 90 minutes 3 to 4 days a week in their placement learning and assisting the organization with the day-to-day arts-centered operations based on the student's interests. The PiM Arts Internship network continues to grow and expand through outreach to more and more organizations in the Metro. PiM has placed Student Interns at arts organizations including Theatre Latte Da, The Children's Theatre, Blue Ox Studios, ITG Music, SideCar Studios, Elision Theatre, Terrarium Recording Studio, Artistry Bloomington, and during Minneapolis Fashion Week with Organizer/Influencer Sarah Edwards.

Arts Collaborative

We have added an arts collaborative course this year to give students across arts areas the opportunity to work together and create multi-disciplinary art works.

Future Plans: The board recently approved an updated strategic plan focusing on where we would like to see ourselves in 3-5 years. We will look at our academic and artistic offerings, facility, and general direction we would like to see the school grow. The board has a goal of completing the new strategic plan in the next 6 months.

A.9 Awards: Visual and Media Arts students received 101 Scholastic Competition Awards including 3 National Medal Award winners and 36 Spotlight Awards from Hennepin Theatre Trust for our Theatre/Musical Theatre Productions. PiM was also recognized as an AP Honor Roll school.

Section B: Governance and Operational Elements

District Overview: PiM Arts High School is a High School serving grades 9-12 providing an in-depth performing arts education focused in the areas of Music, Theatre, Musical Theatre, Visual Arts, Media Arts, and Dance. Located in scenic Eden Prairie, PiM Arts High School draws students from across the metro area and the surrounding western and southern suburbs.

B1. Teacher and Administrative Licensure-:

Appendix E: Teacher and Administrator licensure, assignment, and retention table.

B2. School Management and Administration: PiM Arts High Schools' administrative structure consists of a strong team of individuals who have a depth of experience, knowledge, and demonstrate strength in collaborative problem solving. Matt McFarlane, Executive Director, is the lead administrator and reports directly to the Board of Directors. Reporting to the Executive Director are Cassy Schauwitzer, Director of Teaching and Learning, Tania Montgomery, Director of Student Life, and Rob Thompson, Director of Outreach, Marketing, and Communications. The Executive Director has finance and facility responsibility, and oversees external contracts. The Executive Director leads the administrative team, and provides oversight for the Business Manager, Office Manager, Counseling office, and School Nurse. The teaching staff is observed and evaluated by the Director of Teaching and Learning. The Director of Student Life is the primary contact for student direction and discipline. Our special education director is Jennifer Heieie from Indigo Special Education Services, and coordinated on site by Paul Johnson. Rob Thompson is our Outreach, Marketing and Communications Director, assisted by Rachel Brady, and Simone Richie. This team-based leadership structure has provided stability in the learning environment and is effective in its ability to provide growth and guidance in their area of focus. Our organizational structure can be found in *Appendix F*.

Administrative Team Professional Development Plan: The Executive Director is a licensed administrator. The Executive Director's File Folder: #415582. The Director of Teaching and Learning has completed a Master's of Educational Leadership program at Saint Mary's of Minnesota. The Executive Director initiates conversations around goal setting for the Admin Team, collaborating on professional development plans catered to each individual role.

B3. Strengths, Challenges, and Future Plans: PiM's students, staff, and facility have all demonstrated themselves as strengths as our identity as a school and arts institution continues to move forward. Our greatest strength is the people who craft the identity of

PiM- our staff, students, parents, and supporters. PiM is a special place where students can find an experience like no other.

In terms of operations, we are able to rely on the strength of outside collaborators including BergenKDV for financial guidance and oversight, Universal Services for janitorial and maintenance, Indigo Education for Special Education leadership and guidance, and CSTMN for transportation services. These service providers help to create a strong operational backbone for our daily activities.

Growth in our visual and media arts departments as well as Musical Theatre are strengths in building a healthy student body in terms of ADM. We currently have 380 students enrolled in our program with a budgeted ADM of 366. Our audited fund balance at the end of 2022-2023 school year was \$1,326,000 or 24.6% of the total budget. What had once been a major area of concern and growth is now a staple of our stability.

Our Board of Directors continue to grow and evolve into an effective governing body with a diverse collection of competencies. The board's efforts to support the school's wellbeing through an active group of committees continues to be our current focus and has a positive impact on the school's overall effectiveness.

B4. Student Enrollment and Admissions Trends: PiM Arts High School serves high school students in grades 9-12. Our current enrollment as of October 1, 2023 is 385 students. We continue to see enrollment growth preceded by interest in shadowing, information sessions, and enrollments submitted by potential students. Growth Leaders in terms of departments this year are Visual Arts, Media Arts, and Musical Theatre. Enrollment trend chart can be found in *Appendix G*.

Application and Enrollment Policies: PiM Arts High School is a performing arts high school open to all students in grades 9-12. Our enrollment is currently capped at 500 based on the current facility. Our enrollment policy and procedure can be found in *Appendix H*.

B5. Community Connections and Partnerships: PiM Arts High School continually seeks to create connections with organizations and individuals who can add value and depth to our student artists' high school experience. We have made a focused effort to bring in guest artists to work with our students each year. Our facility has made it very easy to partner with community arts organizations finding mutual benefit through space usage. A list of community connections can be found in *Appendix I*.

B.6 Board Member Orientation and Training Plan: New PiM Arts High School board members meet with the Executive Director and the Board Chair in August for a formal orientation session prior to the first board meeting. This includes a board book, a description of board member responsibilities, access and orientation to board materials in the board drive, and a copy of school policies and procedures. New board members will initiate the training requirements within 6 months of joining the board. Our finance

manager from BergenKDV will provide ongoing training in the area of finance for all board members. Ongoing training options from MACS have also been offered to board members, as well as in-meeting training for all board members. The Executive Director monitors and ensures board members receive training in a timely manner in accordance with state statutes.

B7. Board Member Information: The PiM Arts High School board is currently composed of six teachers, two current parents, and three community members. The Executive Director, Director of Teaching and Learning, Director of Student Life, and Director of Outreach and Development are ex-officio members of the board. Board elections take place in May of each year. The board is responsible for implementing and overseeing the school's mission and vision, setting policy, engaging in strategic planning as well as overseeing the budget. A listing of board members can be found in *Appendix J*.

Section C: Financial Elements

C.1 Current Financial Position: The current enrollment is 385 with an ADM of 380. An updated budget and budget projections are included in *Appendix K* along with a financial dashboard that is prepared by BergenKDV for each board meeting, allowing us to examine trends over the past years. This year's budget is based on an ADM of 365 students. We will be making adjustments to keep the budget inline with actual ADM figures. The finance committee and the board will continue to closely monitor student numbers as it impacts the budget for FY23. Our fund balance currently is at 24.6% within the range of our policy, and are projecting a surplus of \$62,330 at the end of the fiscal year.

Previous year ADM Analysis: Our approved revised budget for 2021-2-22 was based on an ADM of 365 We ended the year with an ADM of 353.

Bond Covenants: We ended FY23 with an average of 46.83 days cash on hand meeting the 45 days cash requirement in our bond covenants. Our debt service coverage was 1.53 which also met the requirements of 1.10 in our bond covenants.

C2. Internal Financial Controls: The Executive Director has responsibility to oversee the financial aspects of the school. The school works directly with BergenKDV to maintain best practices in terms of internal financial oversight and control. The PiM Arts High School Finance committee meets monthly two weeks prior to the board meeting to review financial reports provided by BergenKDV and to discuss financial issues in order to make recommendations to the board. The committee includes the treasurer and one parent board member, both with professional finance experience; the Executive Director, one teacher, and a representative from BergenKDV, our financial accounting service.

C3. Awards: PiM Arts High School won the MDE Finance Award for the 2022 and 2023 fiscal years.

Mission

PiM Arts High School is a community dedicated to the artistic and academic growth of every learner.

Vision

In an inclusive community of creatives, PiM students will find their personal artistic voice and develop critical thinking skills necessary to thrive in the world that awaits after graduation.

Core Beliefs

- I. Students who study in the arts gain creative skills to solve problems through collaboration and critical thinking
- II. Students learn best when they have an abundance of positive connections in the learning community
- III. All students have intrinsic value and we honor their identities as artists, scholars, and humans
- IV. Racial consciousness and culturally sustaining practices are vital to the growth of our community of creatives
- V. Learning space must be a safe environment where students can make courageous choices
- VI. The PiM community has the ability and duty to foster growth through consistent effort and high expectations

Challenges

- A. Maintaining Financial Stability
- B. Broad visibility in a competitive market
- C. Meeting diverse needs of students from a broad variety of academic backgrounds and experiences
- D. Finding balance in student body across arts areas
- E. Facility does not fully support programming needs

Strategies to meet challenges

- 1. Increase internal and external fiscal sponsorship
- 2. Increase public awareness of school and mission
- 3. Identify student needs and implement effective strategies authentic to our community
- 4. Maximize student enrollment potential across all arts areas
- 5. Review facility for current needs, create facility improvement plan

Strategic Detail - 2022-2027

- 1. **Increase internal and external fiscal sponsorship**
 - 1.1 Organize fundraising plan for school year
 - 1.2 Identify and Pursue grant opportunities
 - 1.3 Develop corporate support relationships
 - 1.4 Create unique alumni giving opportunities

2. **Increase public awareness of school and mission**
 - 2.1 Maximize visibility through website, social media
 - 2.2 Visibility in spaces where grade 6-12 students participate in arts
 - 2.3 Offer community arts outreach programs
 - 2.4 Host arts groups/events in our space
 - 2.5 Produce unique professional artistic events
 - 2.6 Align with other arts organizations through shared advertising
 - 2.7 Develop relationships with 8th grade terminal schools and Counselors
 - 2.8 Engage parents/students as school ambassadors

3. **Meeting diverse needs of students from a broad variety of academic backgrounds and experiences**
 - 3.1 Professional development around differentiated instruction
 - 3.2 Emphasize arts/academic integration across the curriculum
 - 3.3 Utilize data from district/placement tests for incoming students
 - 3.4 Focus student attention on Academic and Artistic mission

4. **Maximize student enrollment potential across all arts areas**
 - 4.1 Increase visibility of programs with lower enrollment numbers through outreach, artform specific connections, external engagement
 - 4.2 Ensure arts programs are offering pertinent content of interest to potential students
 - 4.3 Monitor balance across arts areas
 - 4.4 Encourage artistic participation across arts areas

5. **Review facility needs, develop facility improvement plan**
 - 5.1 Survey stakeholders for facility feedback
 - 5.2 Create site plan
 - 5.3 Prioritize space improvements, Budget, Timeline

NWEA Reporting Template 22-23 (1.4, 1.5)

NWEA % At or Above National Median – Reading				NWEA % At or Above National Median – Math			
	<u># of Students Tested, FALL</u>	<u>% At or Above National Median</u>	<u># At or Above National Median</u>		<u># of Students Tested, FALL</u>	<u>% At or Above National Median</u>	<u># At or Above National Median</u>
Grade 3				Grade 3			
Grade 4				Grade 4			
Grade 5				Grade 5			
Grade 6				Grade 6			
Grade 7				Grade 7			
Grade 8				Grade 8			
Grade 9	77	76.6%	59	Grade 9	77	61%	47
Grade 10	95	75.7%	72	Grade 10	95	67.3%	64
Grade 11				Grade 11			
Grade 12				Grade 12			
Overall				Overall			

NWEA % Meeting RIT Growth Goals – Reading				NWEA % Meeting RIT Growth Goals – Math			
	<u># of Students Tested, Fall & Spring</u>	<u>% Meeting Goal</u>	<u># meeting Goal</u>		<u># of Students Tested, Fall & Spring</u>	<u>% Meeting Goal</u>	<u># meeting Goal</u>
Grade 3				Grade 3			
Grade 4				Grade 4			
Grade 5				Grade 5			
Grade 6				Grade 6			
Grade 7				Grade 7			
Grade 8				Grade 8			
Grade 9	63	47.6%	30	Grade 9	60	61.66%	37
Grade 10	74	44.5%	33	Grade 10	82	54.8%	45
Grade 11				Grade 11			
Grade 12				Grade 12			
Overall				Overall			

MCA Proficiency Template (1.1)

Percent Meeting or Exceeding on MCA Reading 2022-2023 School Year			
	<u># of Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 10	96	50%	17.7%
Overall			

Percent Meeting or Exceeding on MCA II/III Math 2022-2023 School Year			
	<u># of Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 11	70	22.9%	5.7%
Overall			

MCA Proficiency (1.2, 1.9)

Reading MCA	Total students tested	State Proficiency	PiM Proficiency
FRL	30	33.3%	50%
Hispanic/Latino	14	29.7%	78.6%
Native American	NA		NA
Asian	NA		NA
Black or African	5	30.5%	20%

American			
Native Hawaiian/Pacific Islander	NA		NA
White	70	58.4%	71.4%
Two or more races	7	49.8%	42.9%
Special Education	17	25.6%	35.3%

Math MCA	Total students tested	State Proficiency	PiM Proficiency
FRL	15	26.8%	26.7%
Hispanic/Latino	9	23.2%	22.2%
Native American	NA		NA
Asian	2	42.4%	50%
Black or African American	4	21%	25%
Native Hawaiian/Pacific Islander	1	23.4%	0%
White	44	55.2%	25%
Two or more races	8	43%	50%
Special Education	9	24.4%	0%

PiM Arts High School Spring 2023 ACT Subject Area average test scores and percentages of tested juniors who attained the benchmark score or higher. 40 students tested on the District Testing Date or on a National Testing date.

Spring 2022 Data
(1.7)

Subject Area	2023 PiM Average Test Scores	Benchmark
Reading	25.1	22
English	20.9	18
Mathematics	19.9	22
Science	22.4	23
Composite	22.2	NA

Percent of Students in College and Career Readiness (CCRS) Score Ranges: The ACT (All Data), PERFORMING INSTITUTE OF MINNESOTA ARTS HIGH SCHOOL, 2022-2023

Showing students who are College Reportable

Student Group	CCRS Range	Year	English	Math	Reading	Science
			%	%	%	%
PERFORMING INSTITUTE OF MINNESOTA ARTS HIGH SCHOOL	33 to 36	2022-2023	0	0	17	3
PERFORMING INSTITUTE OF MINNESOTA ARTS HIGH SCHOOL	28 to 32	2022-2023	15	3	20	10
PERFORMING INSTITUTE OF MINNESOTA ARTS HIGH SCHOOL	24 to 27	2022-2023	25	23	17	23
PERFORMING INSTITUTE OF MINNESOTA ARTS HIGH SCHOOL	20 to 23	2022-2023	17	17	23	38
PERFORMING INSTITUTE OF MINNESOTA ARTS HIGH SCHOOL	16 to 19	2022-2023	25	47	17	17
PERFORMING INSTITUTE OF MINNESOTA ARTS HIGH SCHOOL	13 to 15	2022-2023	10	10	5	7
PERFORMING INSTITUTE OF MINNESOTA ARTS HIGH SCHOOL	01 to 12	2022-2023	7	0	0	3

College and Career Preparation Activities Reporting

2022-2023 Enrollment												
<i>Opportunities</i>	<i>Total</i>	<i>FRL</i>	<i>EL</i>	<i>SpEd</i>	<i>American Indian or Alaska</i>	<i>Black or African American</i>	<i>Hispanic or Latino</i>	<i>Native Hawaiian or Pacific</i>	<i>Asian</i>	<i>White</i>	<i>Two or more races</i>	
Ramp Up To Readiness Curriculum	All Students	81	1	84	2	26	51	1	4	275	47	
AP Classes (6 courses ran)	65	7	0	7	1	5	3	1	2	49	4	
Individual Meetings with Post PiM Planning Counselor	Offered to all Juniors and Seniors											
Careers Classes (1 ran)	5	1	0	1	0	1	0	0	0	3	1	
College Visits during lunch	All students	81	1	84	2	26	51	1	4	275	47	
PSAT NMSQT Test	17	1	0	2	0	2	1	0	1	12	1	
ACT Test	40	4	0	7	0	1	5	0	1	22	4	
PSEO	11	1	0	2	0	1	1	0	1	8	0	

Clubs & Activities - Quarter 1, 2023

Anime Club

Description: We will be gathering together to share our love of anime, manga, and all things "weeaboo". We do fun activities and games, discuss and debate characters and series, make art together, watch anime and be silly. You don't have to be an avid fan to join, if you're curious about anime culture!

Advisor: Anna Kanavati (anna.kanavati@pimartshs.org)

Meetings: Fridays during 5th block in Room 203

Arts Council

Description: Visual/Media Arts Leadership Group

Advisors: Jo (rebecca.johannsen@pimartshs.org) and Mandy (mandy.stringer@pimartshs.org)

Meetings: Thursday Flex and 5th Block in Room 143

Creative Writing Club

Description: A safe space for writers of all varieties to share what they are creating!

Advisor: Krista van Eps (krista.vaneps@pimartshs.org)

Meetings: Wednesdays during 5th block in the Cafeteria

The Dance Ensemble

Description: By audition only, this group of dancers serves as the Community Outreach Performance Company for the PiM Dance Department. Auditions took place during the first week of school.

Advisor: Danielle Ricci (danielle.ricci@pimartshs.org)

Meetings: Meeting days will vary dependent on dance concert schedules in Studio 163

D&D Club

Description: Provides time and place for students to meet and play Dungeons and Dragons.

Advisor: Mike Mayers (michael.mayers@pimartshs.org) and Sam Stoffel (sam.stoffel@pimartshs.org)

Meetings: Thursdays during 5th block (with the option to start during flex) in Room 201

Gardening Club

Description: Do you want to learn more about plants and their process of growth? Do you want to feel pride in seeing your little plants sprout? You should join the gardening club! Gardening is a process of trial and error, which makes seeing sprouts that much more rewarding! We will be (attempting) growing carrots, green onions, basil, mint, rosemary, sage, thyme, hot peppers, tomatoes, strawberries, oranges, and raspberries.

Advisor: Heather Liaugaudas (heather.liaugaudas@pimartshs.org)

Meetings: Tuesdays During Flex in Room 207

Good Ones Magazine (PiM Literary Magazine)

Description: Good Ones Magazine is PiM's student-run magazine that features student art, photography, writing, and more. Students work together to create print and digital issues that feature the work of themselves and their peers.

Advisor: Simone Ritchie (simone.ritchie@pimartshs.org)

Meetings: Tuesdays during Flex; Fridays during 5th block in Room 129

Hispanic Heritage Club

Description: This club is open to all students of Hispanic and Latino Heritage. We meet some Tuesdays during flex and use the time to be in community with each other and do fun activities.

Advisor: Grover Hogan (grover.hogan@pimartshs.org)

Meetings: During Flex on some Tuesdays in Room 131

MARMY (Media Arts Army)

Description: An army of media students who creates photo and video content for all of our productions and works on photography and film works.

Advisor: John Raasch (john.raasch@pimartshs.org) and Theresa Ganzer (theresa.ganzer@pimartshs.org)

Meetings: Thursday during flex in Room 127 and at performances as needed

Musical Revue - "8 Track - The Sounds of the '70s"

Directors: Rob Thompson (rthompson@pimartshs.org), Katie McKnight (katie.mcknight@pimartshs.org)

Rehearsals: Ongoing during Flex and after school

National Honor Society (NHS)

Description: PiM's Charter of the National Honor Society. A service based group for Juniors and Seniors who meet the requirements and completed the application process at the beginning of the school year. Application Requirements: 3.3 GPA, Community Service Hours and Teacher Recommendation

Advisor: Cassy Schauwitzer (cschauwitzer@pimartshs.org)

Meetings: Wednesdays before school in the Main Office Conference room.

National Honor Society for Dance Arts (NHSDA)

Description: A nationally recognized honor society, students work towards participation in their school dance community, outside dance community, blood drives, and other outreach activities to be inducted. Even though this is a dance honor society it is open to any student who wants to participate and contribute regardless of major.

Advisor: Danielle Ricci (danielle.ricci@pimarths.org)

Meetings: Wednesdays during Advisory in Studio 163

PiM Crew

Description: A group that welcomes anyone who's interested in any area of tech (lights, sound, management, sets, costumes and more). We help run tech for school concerts and events as well as all theatre and dance productions throughout the year. Our weekly meetings include work calls, workshops, and general updates on what tech things are happening in the upcoming weeks.

Advisor: Nicholas Carlstrom (nicholas.carlstrom@pimartshs.org)

Meetings: Mondays during 5th Block, occasionally on Saturdays

Student Ambassadors

Description: Represent the school by welcoming potential students, greeting at performances, sharing your experience at monthly Information Sessions, and assisting with Arts Placement Workshops/Registration, New Student Orientation, and Freshmen Orientation. Must be a junior or senior. Applications accepted in the spring.

Advisor: Ms. Montgomery (tania.montgomery@pimartshs.org)

Meetings: As needed.

Tabletop Gaming Club

Description: Come learn new board games, trading card games, playing card games, and other tabletop games or share some of your own favorites! All experience levels are welcome!

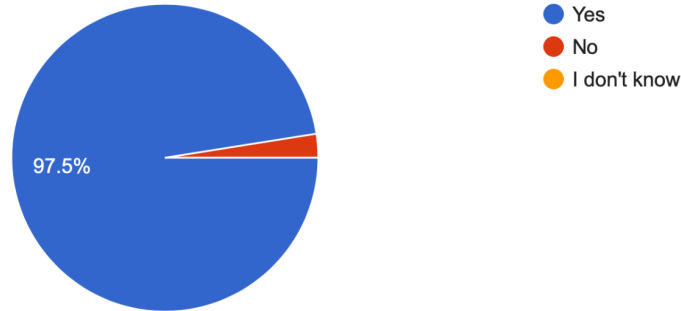
Advisor: Aaron Kvale (aaron.kvale@pimartshs.org)

Meetings: Weekly on Tuesdays during 5th block; Occasionally on Tuesdays during Flex in Room 122

Parent/Guardian School Satisfaction Survey 22-23

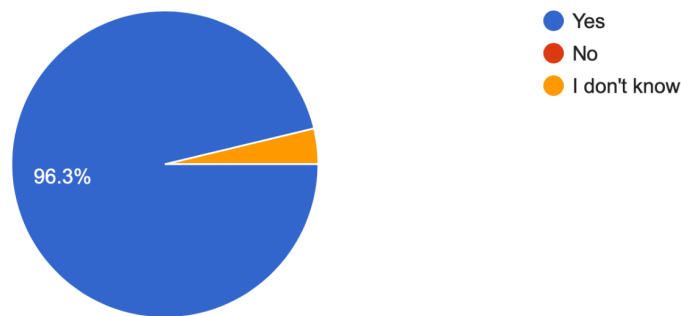
The school's activities and operations are consistent with its mission.

80 responses



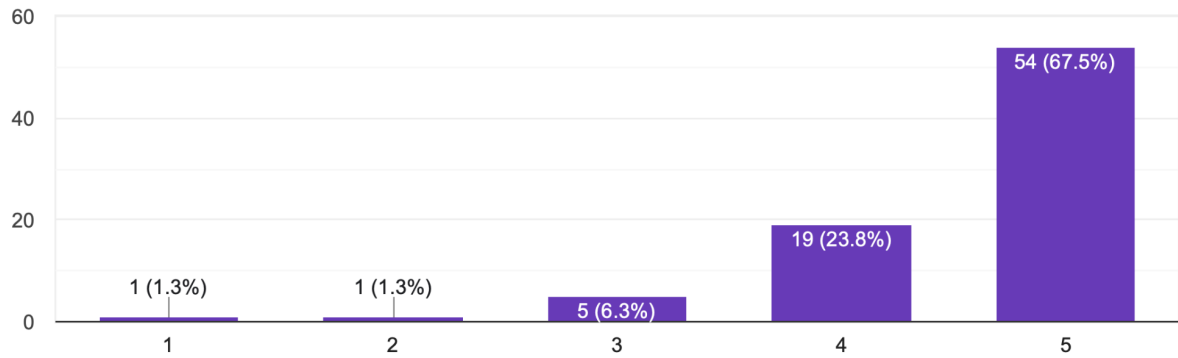
The school creates a structured environment that includes expectations and outcomes for students.

80 responses



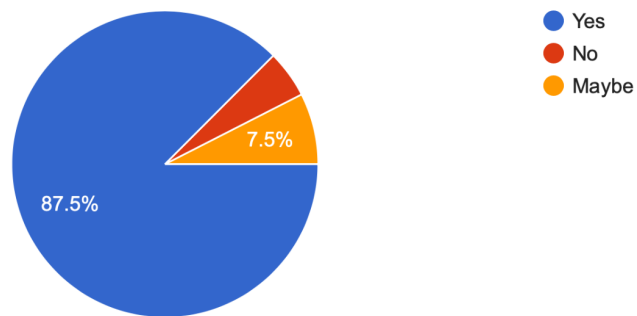
PiM creates a safe environment for students

80 responses



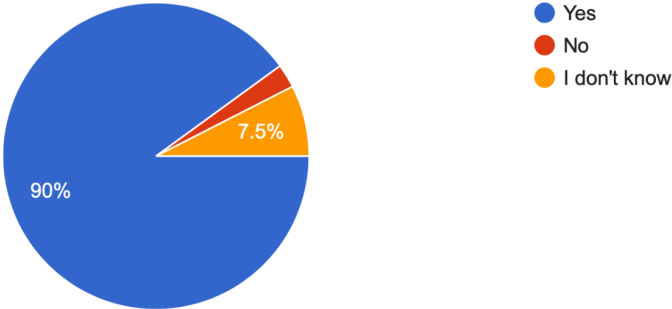
I know how to check in on my student's academic progress through Infinite Campus, Google Classroom, or contacting staff.

80 responses



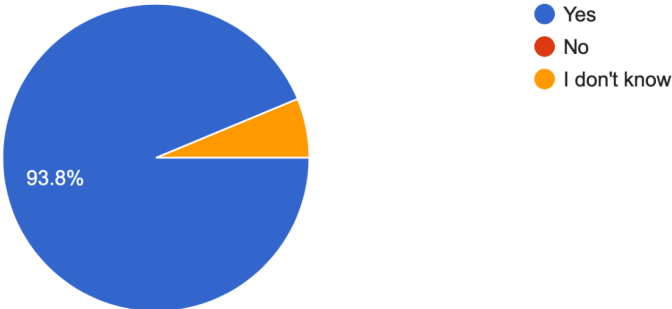
My child experiences an expectation for growth and learning while at school.

80 responses



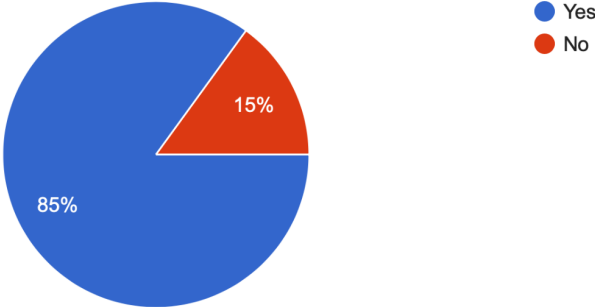
My child has connections with at least one adult in the building.

80 responses



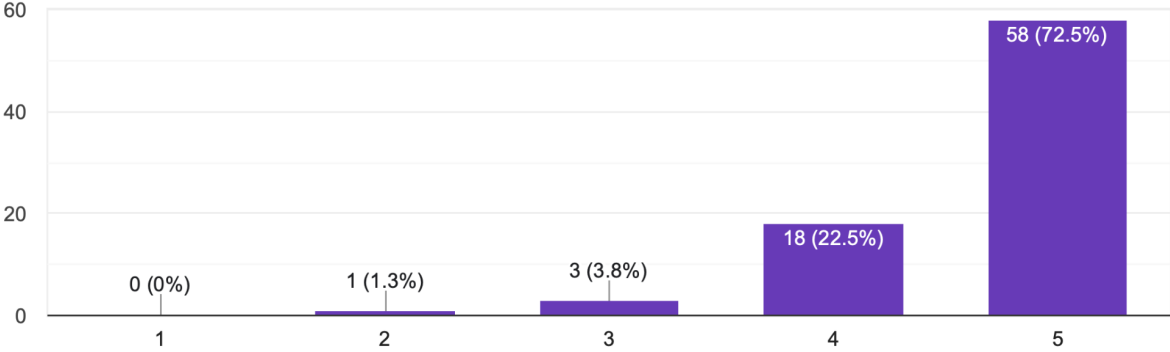
I am aware of the support services (counseling, academic support, college prep) available to my student.

80 responses



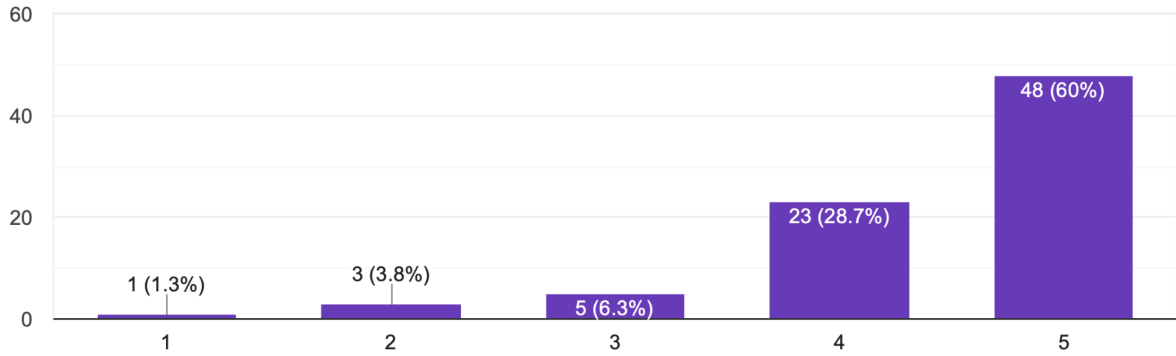
Our school provides qualified teaching staff to support learning.

80 responses



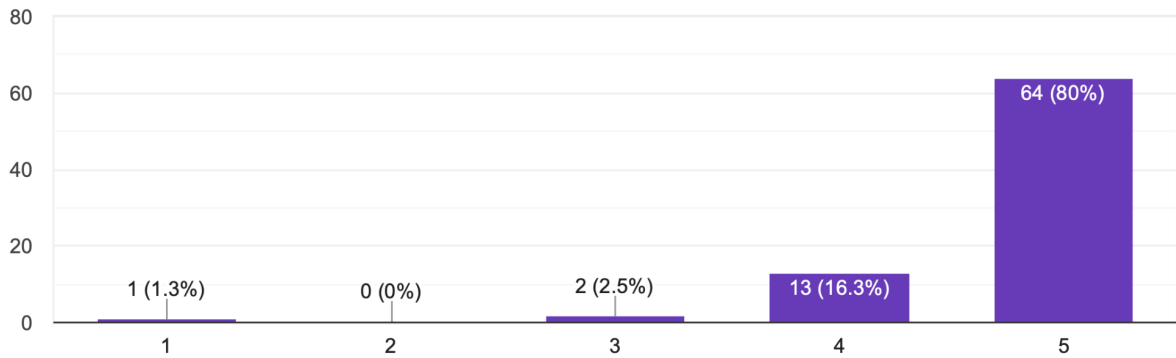
I am satisfied with the academic programming my student experiences (math, science, language arts, social studies, etc.)

80 responses



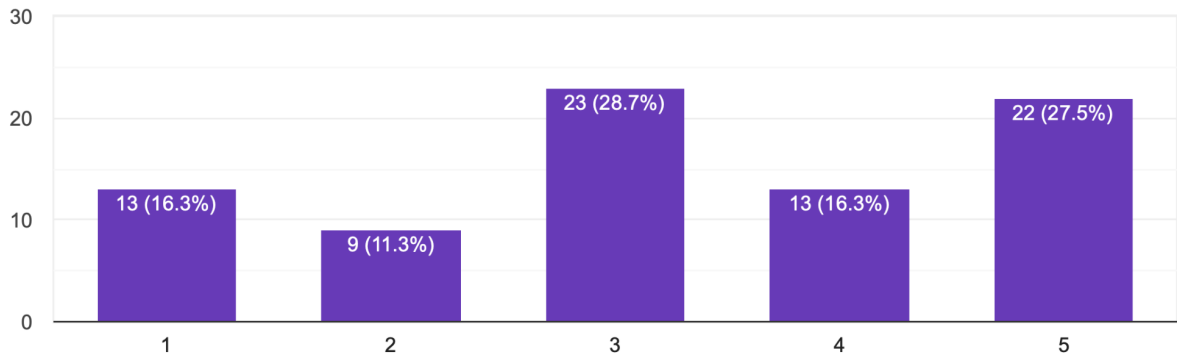
I am satisfied with the arts programming my student experiences.

80 responses



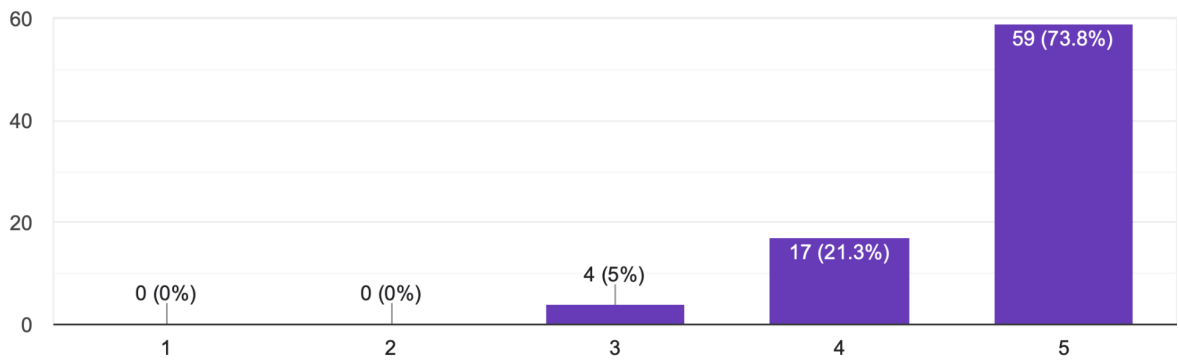
I am aware of the opportunities PiM provides for students exploring their options after high school.

80 responses



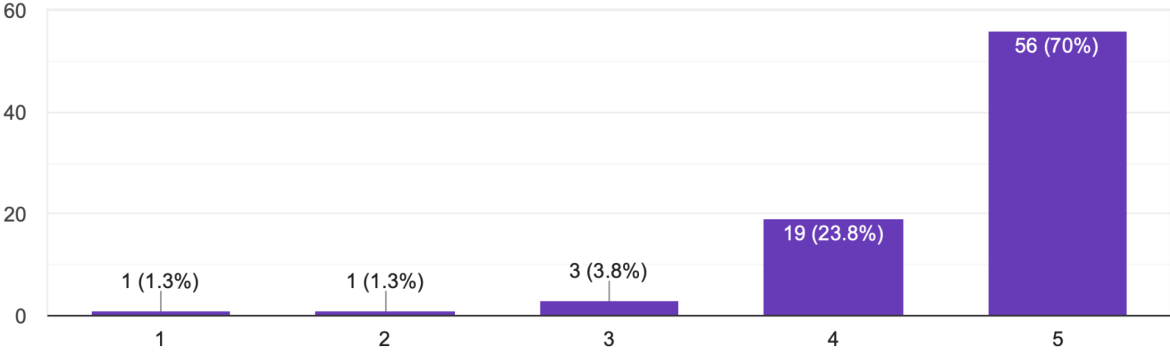
The teachers at PiM create a supportive culture through positive relationships with students.

80 responses



Overall, I am satisfied with my child's school.

80 responses



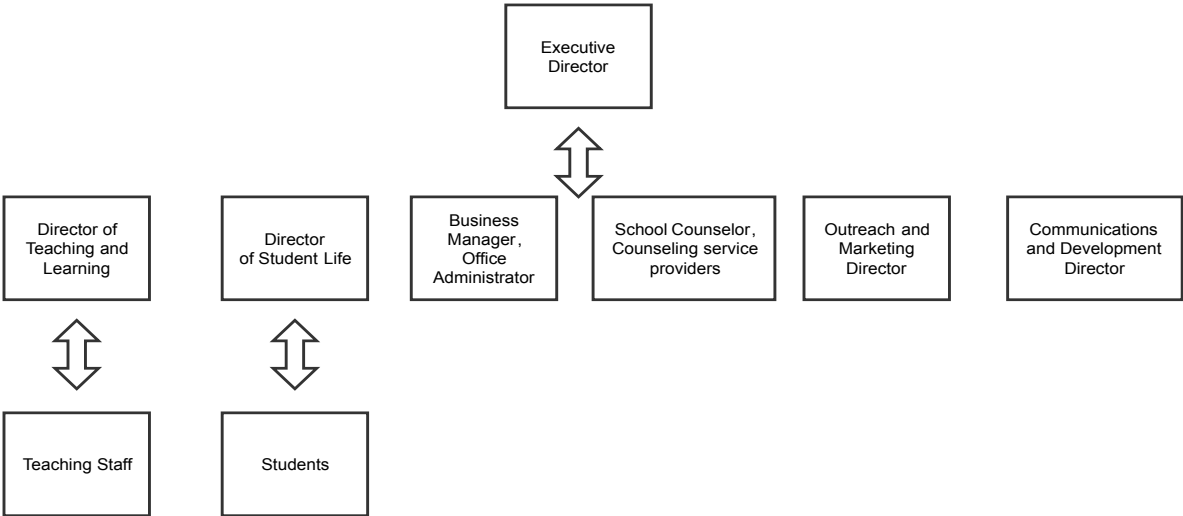
District 4110-07
PiM Arts High School
Licensure Data
Appendix E

Teacher Name	File Number	Subject(s) Taught	Grade(s) Taught	SY2022	Returned/New SY 2023-2024	Expiration Year	Additional Licensure Notes
Lara Ciganko	439985	Dance	9-12	Yes	Sabbatical Year	2027	
Danielle Ricci	470016	Dance	9-12	Yes	Returned	2024	Tier II
Karis Sloss	514977	Dance & Theatre	9-12	No	New	2025	
Rachel Brady	505822	Theatre	9-12	Yes	Returned	2028	
Stephen Mollick	429668	Music, vocal & classroom	9-12	Yes	Not Returning	2027	
Austin Pekarna	514276	Music, instrumental & classroom	9-12	Yes	Returned	2024	Tier II, passed content and pedagogy MTLEs
James Deignan	491170	Music	9-12	Yes	Not Returning	2027	
Katie McKnight	492888	Music	9-12	No	New	2028	
William Leaf	416772	Theatre	9-12	Yes	Returned	2025	
Robert Thompson	437920	Theatre	9-12	Yes	Returned	2028	
John Raasch	412406	Media Arts	9-12	Yes	Returned	2025	

Julie Fowler	449610	Visual/Media Arts	9-12	Yes	Not Returning	2025	
Tyler Flory	454533	Language Arts	9-12	Yes	Not Returning	2026	
Sarah Omernik	431308	Language Arts	9-12	Yes	Returned	2024	
Christine Deignan	491753	Language Arts	9-12	Yes	Not Returning	2027	
Taiwana Shambley	1024067	Language Arts	9-12	No	New	2024	Tier I
James Petry	470966	Social Studies	9-12	Yes	Returned	2028	
Jim Nordberg	510377	Social Studies	9-12	Yes	Returned	2024	
Emily Weber	460455	Social Studies	9-12	No	New	2027	
Aaron Kvale	502199	Spanish	9-12	Yes	Returned	2024	
Christopher Mortika	413341	Math	9-12	Yes	Returned	2026	
Michael Mayers	512505	Math	9-12	Yes	Returned	2027	
Heather Liaugaudas	1011707	Math	9-12	Yes	Returned	2025	
Anna Kanavati	504840	Science, Physics	9-12	Yes	Returning	2027	
Ellen Klemme	488822	Science, Chemistry and	9-12	Yes	Returned	2026	On Family Leave Semester 1

		Physics					
Timothy Popp	440593	Science, Biology	9-12	Yes	Returned	2025	Also earth science and chemistry
Jared Saunders	505863	Science, Physics	9-12	Yes	Not Returning	2023	Sub Q1, SY2022
Susan Buckley	358105	Physical Science	9-12	No	New	2025	Long Term Sub
Natasha Pasch	493489	SpEd	9-12	Yes	Returned	2028	
Morgan Adams (nee Myhra)	499475	SpEd	9-12	Yes	Returned	2027	
Paul Johnson	420740	SpEd	9-12	Yes	Returned	2024	
Peter Soulen	480987	SpEd	9-12	Yes	Returned	2027	
Sam Stoffel	996200	SpEd	9-12	Yes	Returned	2023	
Samantha King	1018692	SpEd	9-12	Yes	Returned	2024	Tier II
Sarah Jane Klein	447674	Counselor	9-12	Yes	Returned	2025	
Cassy Schauwitzer	420932	Language Arts	9-12	Yes	Returned	2026	
Matthew McFarlane	415582	Executive Director	9-12	Yes	Returned	2027	
Michael Fabisch	490290	Social Studies	9-12	Yes	Not Returning	2023	
Rebecca Johannsen	478845	Visual Arts	9-12	Yes	Returned	2026	
Amanda Stringer	1001932	Visual Arts	9-12	Yes	Returned	2023	Tier II, transfer from

							Colorado license, pedagogy tests scheduled
Grover Hogan	518734	Visual Arts	9-12	Yes	Returned	2025	Tier II- passed content MTLEs
Sunnie Helms	1013382	Visual Arts	9-12	Yes	Returned	2025	
Cassie Cole	462615	Language Arts	9-12	Yes	Returned	2027	
Theresa Ganzer	1007506	Visual Arts	9-12	No	New	2024	



Appendix G

School Enrollment Trends

This table identifies the number of students enrolled at the school from 2009-10 to the present school year. Data reported is EOY Average Daily Membership ADM as reported to the Minnesota Department of Education.

School Year	Grade 9	Grade 10	Grade 11	Grade 12	Total EOY ADM
2009-2010	65.5	71.5	55.7	38.2	232.47
2010-2011	58.7	61.2	72.2	49.1	241.73
2011-2012	60.5	72.0	63.3	65.8	262.78
2012-2013	57.5	77.0	65.0	62.6	263.04
2013-2014	61.33	76.39	76.11	57.23	271.06
2014-2015	78.50	71.31	69.51	66.95	286.27
2015-2016	75.06	75.25	66.83	61.58	278.72
2016-17	52.3	66.55	86.9	52.23	257.98
2017-18	62.95	69.21	68.37	75.06	275.59
2018-2019	82.02	75.63	78.60	60.83	297.08
2019-2020	79.13	96.19	85.05	75.47	335.84
2020-2021	79.21	83.40	101.18	75.97	339.76
2021-2022	87.79	86.51	88.90	93.13	360.54
2022-2023	81.15	102.99	92.77	82.84	359.75

2022-2023 school year data

Grade	Number of students who enrolled in the school on or before Oct 1	Number of students who enrolled After Oct 1	Number of students who left after Oct 1	Number of students enrolled at the close of the school year	Number of students that remained enrolled for the coming school year
9	81	14	18	79	78
10	102	14	12	104	91
11	94	9	16	86	83
12	84	6	10	80	9
Total	361	43	56	349	261

Adopted: June 2011

PiM Arts High School Policy 505

Revised: August 23, 2022

505 Admissions Policy

I. PURPOSE

The purpose of this policy is to explain the application and enrollment process at PiM Arts High School so that families will have information to make decisions regarding their children's school attendance.

II. POLICY STATEMENT

This policy establishes guidelines for admission into PiM Arts High School that are consistent with the admission requirements of Minnesota Statutes §124E and other applicable laws.

III. GENERAL ENROLLMENT PROVISIONS

- PiM Arts High School is a public school and pursuant to state law, must enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class, arts area, or grade level. When that occurs, students will be accepted and admitted as further described in section IV.
- Before admitting a student on the lottery list, PiM Arts High School shall give preference for enrollment to siblings of an enrolled student and to a foster child of that pupil's parents.
- Before accepting students on the lottery list, PiM Arts High School will give preference to enrolling children of the school's staff before accepting other pupils by lot.
- PiM Arts High School shall not discriminate against any student based on race, color, ethnicity, sex, age, national origin, ancestry, religion or creed, status with regard to public assistance, sexual orientation, disability, intellectual ability, prior measures of achievement or aptitude, athletic ability, or for any other basis that would be unlawful for a public or charter school.

- PiM Arts High School shall not seek any information about any applicant that may be used to discriminate against the applicant in either school's policies or governing laws. This does not preclude the school from seeking such information for a lawful purpose about a student after the student has been admitted.

IV.

F. Notwithstanding any other provision of this policy to the contrary, in compliance with the requirements of the Minnesota Department of Education and with the 2011 settlement agreement in *ACLU v. TiZA, et al.* litigation, PiM Arts High School shall not select students based on religious preference.

G. PiM Arts High School will not distribute any services or goods of value to students, parents or guardians as an inducement, term or condition of enrolling a student unless required to do so by Minnesota's Pupil Fee Law.

APPLICATION AND ENROLLMENT PROCEDURES

- Interested families will submit applications up until the lottery application deadline established each calendar year.
- Acceptance of applications for any given school year will begin after the first day of classes during the prior school year with the enrollment period ending the second Friday in January of that prior school year.
- Once the application period is closed, if there are more applicants than spots available, all timely applications will be included in a computer-generated random lottery which preferences first the siblings of currently enrolled students, and second the children of staff members.
 - This lottery will be held no later than the first Monday after the student application deadline.
 - Written notice of the date of the lottery is included on the enrollment application form, communicated in letter form to current families, and posted on the school's calendar and website.
- In regards to any student that enrolls after the enrollment period, if there are more applicants than sport available, these students will be added to the rolling waitlist and

added to the program on a first come, first served basis, with preferences given first to siblings of currently enrolled students and second the children of staff members.

LOTTERY

- A "sibling" is defined as a student applicant who is related to an enrolled student with the same father and/or mother either (1) genetically, or (2) through legal process, i.e., adoption, guardianship, or foster parent. Sibling preference does not apply until one of the siblings is actually enrolled.
- Once all sibling applicants and children of school staff have been placed, other applicants will be offered enrollment in their order on the non-preferential applicant waiting list determined by lottery.
- If any student, whether enrolled or on the waiting list, cancels their application or withdraws from PiM Arts High School, they shall lose their place. If they later re-apply, they shall be treated as a new applicant.
- All applicants still on a waiting list at the beginning of the next enrollment period must submit a new application for enrollment and will be subject to the enrollment process described above. The waiting lists do not carry over from year to year.

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Community Connections and Partnerships

In 2022-2023 we maintained a high level of connection and partnership with outside arts entities. We had guest artists conduct masterclasses, address students, and share insight and strategies to our student artists about how to approach and succeed as an artist in today's ever-changing landscape. We continue to leverage our space as a partnership opportunity with other arts and educational organizations. We have partners working in our building throughout the day and into the evening.

Creative Partnerships:

PiM is sponsoring two groups who offer artistic training to young artists, with the intention they grow to love the space and attend as high school students. Stages Theatre Company is offering its Conservatory program in our space on Saturdays, where we will host over 125 young actors each week. Midwest Ballet is also offering classes in the evenings aimed at high quality ballet training on many levels. North Star Irish Dance is basing its studio out of our space, and is offering classes weekly.

PiMs currently artist groups in residence, Black Label Movement, occasionally rehearses in our space, will perform, and work with our students on the new and continuing Body Storming workshops they have developed in cooperation with Scientists at the University of Minnesota.

PiM is also partnering with the City of Eden Prairie hosting the Eden Prairie Players, a community based theatre, group who uses our space for rehearsal and performance.

Here's a partial listing of guest artists who have worked with our students over the past two years:

Mette Towley	Danielle Gruberger
JohnMark Hostetler	Tessa Dahlgren
Pavy Olivarez	Mariah Mercedes
Peter Clark	Linda Talcott Lee
Laura Osterhaus	Christine Wade
Emily Coutts	Mason Tyre
Opera Punks	Jeff Trodhal
Emmanuel Freeman	Daniel Peiring
Damon Runnells	Barbara Shelton
29:11 International Exchange	Ben Bakken
Cameron Buelow	Natalie Weiss

The depth and authenticity of these partnerships would not be possible without having a space artists are excited about and willing to work in.

Name	Date Seated	Term End	Term	Position	Type	Expertise	Email	Phone	Attendance Rate	Governance Training	Employment Training	Financial Management	Ongoing
Melissa Peterson	August 2021	August 2024	1	Member	Community Member	Arts/Business	melissa.peterson@pimartshs.org	952-224-1340	50.00%	November 2022	November 2022	September 2021	April 2023
Mike Rice	August 2021	August 2024	1	Treasurer	Community Member	Business	mike.rice@pimartshs.org	952-224-1340	50.00%			October 2022	-
Areba Bennett	August 2023	August 2026	1	Member	Parent		areba.bennett@pimartshs.org	952-224-1340	100.00%				
Libretta Stennes	August 2022	August 2025	1	Member	Parent	Law	libretta.stennes@pimartshs.org	952-224-1340	100.00%			October 2022	-
Pamela Balabuszko Reay	August 2022	August 2025	1	Member	Parent	Business	pamela.balabuszkoreay@pimartshs.org	952-224-1340	100.00%	October 2022	October 2022	October 2022	-
Natasha Pasch	August 2023	August 2026	1	Member	Teacher	Special Education	natasha.pasch@pimartshs.org	952-224-1340	100.00%				
James Petry	August 2023	August 2026	1	Member	Teacher	Social Studies	james.petry@pimartshs.org	952-224-1340	100.00%	October 2022	October 2022	October 2022	-
Mandy Stringer	August 2021	August 2024	1	Vice President	Teacher	Visual Art	mandy.stringer@pimartshs.org	952-224-1340	100.00%	September 2021	September 2021	September 2021	April 2023
Paul Johnson	August 2021	August 2024	2	Vice President	Teacher	Special Education	paul.johnson@pimartshs.org	952-224-1340	100.00%	October 2020	October 2020	February 2020	April 2023
Danielle Ricci	August 2022	August 2025	1	Member	Teacher	Dance	danielle.ricci@pimartshs.org	952-224-1340	100.00%	October 2022			-
Aaron Kvale (filling out Steve Mollick)	August 2022	August 2025	3	Member	Teacher	Music	aaron.kvale@pimartshs.org	952-224-1340	100.00%			March 2023	-



PiM Arts High School
Eden Prairie, Minnesota
District 4110-07

Financial Report

August 31, 2023

PiM Arts High School
Eden Prairie, Minnesota
August 2023 Financial Report

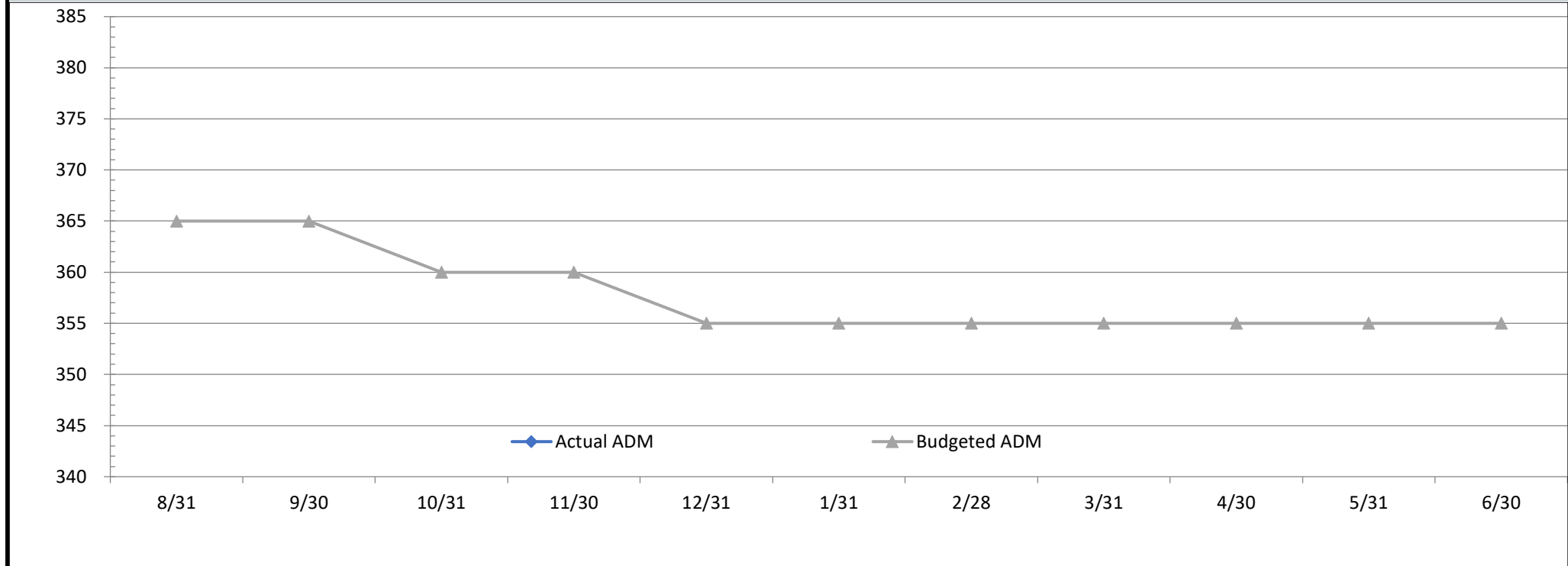
Table of Contents

Financial Report Overview	Page 2
Finances At-A-Glance	Page 4
Balance Sheet	Page 5
Statement of Revenues and Expenditures	Page 6
Cash Flow Statement	Page 9
Enrollment Summary	Page 10
Supplemental Information – See Separate Document	

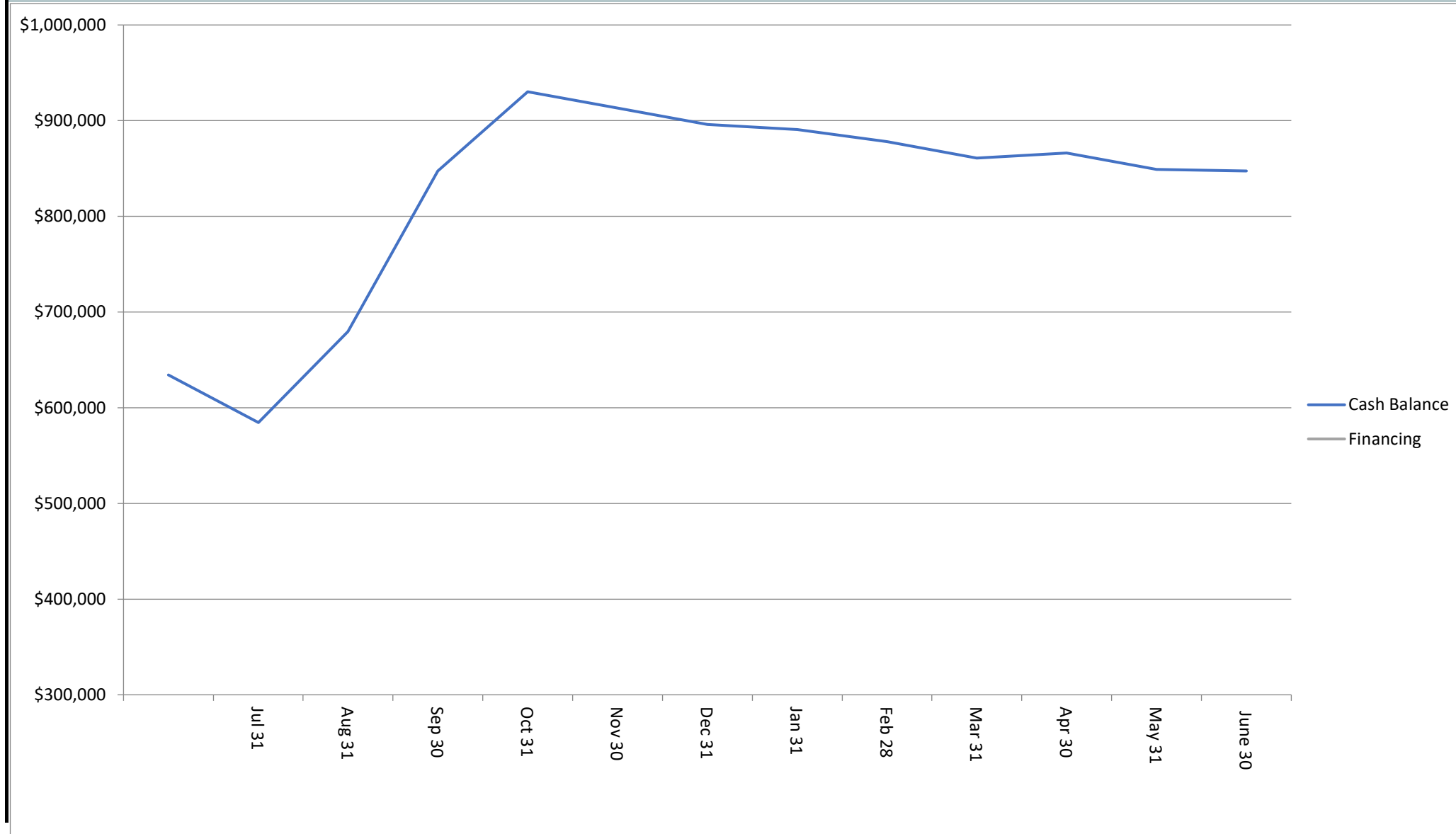
Financial Summary

<i>Resources to Operate Programs (Revenues):</i>			<i>Funds Used to Provide Programs and Services (Expenses):</i>			<i>Excess / Deficit</i>	
Approved Budget	\$	5,415,180	Approved Budget	\$	5,372,112	\$	43,068
Budget Forecast		5,432,469	Budget Forecast		5,370,139		62,330
Year to Date		856,362	Year to Date		550,613		305,748
		15.76%			10.25%		

Student Average Daily Membership Summary



Cash Balance Projection



Comments and Analysis**Average Daily Membership (ADM) Summary**

Original Budget Estimate	365.00	438.00	WADM
Budget Forecast Estimate	365.00	438.00	WADM
ADM as of the first day of school	0.00	0.00	WADM
ADM as of September 12, 2023	0.00	0.00	WADM

Finances "At A Glance"

Shows the budgeted and unaudited revenues and expenditures for FY 23, and the Adopted Budget and Budget Forecast for FY 24. Actual year to date amounts are shown, along with a percentage of the Budget Forecast. Projected budget for this year, based on the Budget Forecast is projecting a surplus of \$62,330.

Balance Sheet

The beginning balances on the Balance Sheet are based on preliminary audited information as of June 30, 2023.

Assets:

The cash balance in checking and savings accounts as of the end of the month was \$679,399. This is down from prior month due to timing of payroll and accounts payable processing.

Accounts Receivable from MSSPA ABC for building related costs was \$391,863.

State aids receivable for the prior year are estimated to be a payment of \$340,745.

Federal aids receivable for the current year are estimated to be \$6,591 (based on expenses incurred to date).

The projected amount of state aid holdback for the current year is \$202,457 at the end of the month.

Liabilities:

The projected cost of Salaries and Benefits that have been earned by employees at the end of the month but that won't be paid until September 2024 as well as prior month salaries payable is estimated to be \$69,888.

Accounts Payable and Payroll Deductions and Contributions Payable were \$(14,173) at the end of the month.

Fund Balance:

The audited beginning Fund Balance amount of \$1,259,826 represents 23.6% of expenditures.

The Budget Forecast will provide for an ending Fund Balance of \$1,322,156 or 24.6% of expenditures.

Net Income year-to-date is a surplus of \$305,748.

Statement of Revenue and Expenditures

Year to Date, 15.76% of budgeted revenues have been received (including the state aid holdback estimate).

Year to Date, 10.25% of budgeted expenditures have been incurred (including the current year projected salaries and benefits payable).

Membership Report

Summarizes the Average Daily Membership (for state aid funding purposes), and the Budgeted Enrollments for the year. Enrollment figures will be updated next month. Final financial data will reflect a change compared to current budgeted data. Administration will continue to monitor enrollment and ADM data throughout the year and adjust the budget according to data received.

Cash Flow Projection

The school's cash flow projection shows that cash resources remained liquid throughout the school year, and all obligations of the school will be paid on a timely basis. The school will have the need for cash flow financing. The school has secured a \$200,000 Line of Credit with Choice Bank so that funds are available should they be needed in the future to meet cash flow needs.

Supplemental Information - Separate Reports

Listing of checks that were written and wire disbursements that were made during the month.

Report of receipts received during the month.

Report of journal entry transactions entered during the month.

PiM Arts High School
Eden Prairie, Minnesota
Finances "At A Glance"
As of August 31, 2023

	Preliminary Actual 2022 - 2023	Adopted Budget 2023 - 2024	Budget Forecast 2023 - 2024	Monthly Actual 2023 - 2024	Percent of Budget Forecast
Average Daily Membership (ADMs)					
Estimated pupil units	353	365	365	0	0.00%
	423	438	438	0	0.00%
Total - All Funds					
Beginning fund balance	\$ 826,853	\$ 1,259,826	\$ 1,259,826	\$ 1,259,826	
Revenues	5,773,756	5,415,180	5,432,469	856,362	15.76%
Expenditures	(5,340,783)	(5,372,112)	(5,370,139)	(550,613)	10.25%
Change	<u>432,973</u>	<u>43,068</u>	<u>62,330</u>	<u>305,748</u>	
Ending fund balance	<u>\$ 1,259,826</u>	<u>\$ 1,302,894</u>	<u>\$ 1,322,156</u>	<u>\$ 1,565,574</u>	
Financial Performance Indicators					
Ending fund balance as a percentage of expenditures	23.6%	24.3%	24.6%		
Days cash on hand					
Cash accounts only			561.80		\$ 847,492
Requirement			45.00		67,884
Cash accounts and state/federal aids receivable			926.26		
Debt service coverage ratio					
Leased building			1.16		
Requirement			1.10		

PiM Arts High School
Eden Prairie, Minnesota

Balance Sheet
As of August 31, 2023

	Unaudited Actual 07.01.23	Balance At End of Month 08.31.23
Assets		
Current assets		
Checking and savings accounts		
Choice Bank	634,191	679,399
Accounts receivable	10,554	-
Accounts receivable - affiliated building company	391,863	391,863
State aids receivable	440,096	340,745
State aids - 10% holdback	-	202,457
Federal aids receivable	75,585	6,591
Prepaid expenses and deposits	54,538	233
Prepaid employee insurance premiums	-	-
Total current assets	1,606,827	1,621,289
Total all assets	\$ 1,606,827	\$ 1,621,289
Liabilities and Fund Balance		
Current liabilities		
Salaries and wages payable	\$ 139,759	\$ 69,888
Accounts payable	105,876	(631)
Payroll deductions and contributions	101,246	(13,542)
Deferred revenue - food service payments	120	-
Total current liabilities	347,001	55,715
Fund Balance		
Beginning fund balance	1,259,826	1,259,826
Net income to date	-	305,748
Total fund balance	1,259,826	1,565,574
Total liabilities and fund balance	\$ 1,606,827	\$ 1,621,289

**PiM Arts High School
Eden Prairie, Minnesota**

**Statement of Revenues and Expenditures
All Programs Combined
As of August 31, 2023**

	Preliminary Actual 2022 - 2023	Adopted Budget 2023 - 2024	Months Budget Forecast 2023 - 2024	2 Current Year Actual 2023 - 2024	16.67% Percent of Budget Forecast
Average Daily Membership (ADM)	360	365	365	0	0.00%
Estimated pupil units	432	438	438	0	0.00%
All Funds					
Revenues					
State revenues					
General education revenue	\$ 3,141,953	\$ 3,429,226	\$ 3,443,706	\$ 636,997	18.50%
Q comp	97,015	93,371	93,371	-	0.00%
Endowment fund	17,207	17,207	17,207	-	0.00%
Building lease aid	569,580	575,532	575,532	-	0.00%
Long term facilities maintenance revenue	55,944	57,816	57,816	-	0.00%
Special education aid	742,491	839,434	842,243	-	0.00%
Other state aids	10,134	6,850	6,850	-	0.00%
Prior year under (over) accruals	26,674	-	-	-	
Projected state aid holdback	-	-	-	202,457	
Total state revenues	4,660,998	5,019,436	5,036,725	839,454	16.67%
Federal revenues					
Federal title programs	12,300	41,598	41,598	1,302	3.13%
CARES/GEER/CRF Funding	69,594	-	-	-	
Federal special education programs	72,632	41,176	41,176	6,950	16.88%
Total federal revenues	154,525	82,774	82,774	8,252	9.97%
Local revenues					
050 Fees from student activities	36,823	25,000	25,000	827	3.31%
051 Transportation fees	29,642	25,000	25,000	1,127	4.51%
060 Fees from performances	50,533	40,000	40,000	2,619	6.55%
092 Interest revenue	2,544	2,250	2,250	1,434	63.75%
093 Licensing of facilities	34,858	35,000	35,000	-	0.00%
096 Donations and gifts	94,566	70,000	70,000	88	0.13%
099 Other local revenues	535,377	10,000	10,000	26	0.26%
621 Sale of materials purchased	3,481	5,720	5,720	-	0.00%
625 insurance recovery	82,763	-	-	-	
Total local revenues	870,587	212,970	212,970	6,121	2.87%
Total revenues	\$ 5,686,110	\$ 5,315,180	\$ 5,332,469	853,828	16.01%
Expenditures					
100 Salaries and wages	\$ 1,888,265	\$ 1,906,727	\$ 1,905,182	\$ 159,018	8.35%
200 Benefits	492,042	554,292	553,863	38,429	6.94%
Projected salaries and wages payable	-	-	-	-	
Total salaries and benefits	2,380,306	2,461,019	2,459,045	197,447	8.03%
305 Contracted services	309,880	263,357	263,357	24,927	9.47%
315 Repairs and maintenance - technology	45,283	43,000	43,000	9,408	21.88%
320 Communications services	18,473	16,000	16,000	3,572	22.32%
329 Postage	1,789	3,000	3,000	-	0.00%

	Preliminary Actual 2022 - 2023	Adopted Budget 2023 - 2024	Budget Forecast 2023 - 2024	Current Year Actual 2023 - 2024	Percent of Budget Forecast
330 Utilities	109,895	109,860	109,860	9,174	8.35%
340 Property and liability insurance	41,736	52,000	52,000	19,806	38.09%
350 Repairs and maintenance	65,227	30,000	30,000	3,517	11.72%
360 Contracted transportation	193,336	205,000	205,000	1,940	0.95%
366 Travel, conferences and staff training	9,969	12,184	12,184	14,562	119.52%
369 Student fees: field trips/registration fees	8,825	8,651	8,651	750	8.67%
348-570 Building lease costs	725,200	726,200	726,200	121,033	16.67%
335 Instructional rentals	16,739	10,000	10,000	2,920	29.20%
335 Other rentals and operating leases	677	4,200	4,200	-	0.00%
380 Leases and rentals - technology equipment	45,261	45,600	45,600	9,634	21.13%
401 Supplies - non instructional	80,688	61,990	61,990	13,983	22.56%
405 Computer software and licenses (non-instr.)	28,727	34,991	34,991	13,132	37.53%
406 Instructional software licenses	13,524	15,716	15,716	3,600	22.91%
430 Instructional supplies	72,707	74,285	74,285	21,069	28.36%
456 Instructional technology supplies	9,926	9,362	9,362	336	3.59%
460 Textbooks and workbooks	1,316	5,564	5,564	-	0.00%
461 Standardized tests	9,218	10,500	10,500	2,700	25.71%
490 Food purchased	2,516	2,368	2,368	84	3.56%
520 Building improvements	-	4,795	4,795	-	0.00%
530 Equipment purchased	14,053	5,239	5,239	19,750	376.98%
556 Technology equipment	11,598	13,003	13,003	16,590	127.59%
580 Capital lease principle payments	30,686	30,000	30,000	-	0.00%
820 Dues, memberships and other fees	40,250	30,385	30,385	6,938	22.83%
899 Budget contingency	6,640	-	-	-	-
Scholarship fund expenses - legacy	2,000	8,000	8,000	-	0.00%
Scholarship fund expenses - JJ ramstad	-	1,000	1,000	-	0.00%
Special education - state					
100 Salaries and wages	456,702	469,152	469,152	20,973	4.47%
200 Benefits	111,670	83,083	83,083	3,269	3.93%
360 Contracted transportation	79,863	61,631	61,631	-	0.00%
394 SPED other fees for student services	143,176	274,934	274,934	-	0.00%
433 Special ed instructional supplies	-	3,270	3,270	-	0.00%
Total state special ed expenditures	<u>791,410</u>	<u>892,070</u>	<u>892,070</u>	<u>24,243</u>	<u>2.72%</u>
Special education - federal					
303 Contracted services-federal programs	34,080	18,691	18,691	6,950	37.18%
315 Technology support services	-	498	498	-	0.00%
366 Travel, conferences and staff training	1,570	4,334	4,334	-	0.00%
377 licensed social worker services	4,218	-	-	-	N/A
378 Licensed psychologist services	29,476	845	845	-	0.00%
401 Non-instructional supplies	1,688	3,522	3,522	-	0.00%
433 Individualized instructional supplies	1,600	10,836	10,836	-	0.00%
556 Technology equipment	-	2,449	2,449	-	0.00%
Total federal special ed expenditures	<u>72,632</u>	<u>41,175</u>	<u>41,175</u>	<u>6,950</u>	<u>16.88%</u>
Title - federal					
100 Salaries and wages	8,330	29,641	29,641	1,123	3.79%
200 Benefits	1,670	7,081	7,081	179	2.52%
303 Contracted services-federal programs	300	2,417	2,417	-	0.00%
360 contracted transportation	-	424	424	-	0.00%
389 Staff tuition reimbursements	2,000	2,035	2,036	-	0.00%
Total title expenditures	<u>12,300</u>	<u>41,598</u>	<u>41,599</u>	<u>1,302</u>	<u>3.13%</u>
Federal CARES, Including CRF Funding					
100 Salaries and Wages	68,683	-	-	-	-

	Preliminary Actual 2022 - 2023	Adopted Budget 2023 - 2024	Budget Forecast 2023 - 2024	Current Year Actual 2023 - 2024	Percent of Budget Forecast
200 Benefits	910	-	-	-	
303 Contracted Services	6,611	-	-	-	
401 Non-Instructional Supplies	1,338	-	-	-	
Total Federal CARES, Including CRF	77,543	-	-	-	
Total expenditures	\$ 5,250,330	\$ 5,272,112	\$ 5,270,139	\$ 549,368	10.42%
General fund net income	\$ 435,780	\$ 43,068	\$ 62,330	\$ 304,460	
Food Services Fund - 02					
Revenues					
300 State Revenues	2,980	1,500	2,250	-	0.00%
400 Federal Revenues	38,530	50,000	49,250	-	0.00%
600 Sales of Lunches and Other Local Revenues	46,135	48,500	48,500	2,534	5.22%
649 Transfer from General Fund	-	-	-	-	
Total Revenues	\$ 87,646	\$ 100,000	\$ 100,000	\$ 2,534	2.53%
Expenditures					
400 Supplies and Materials	90,453	95,000	95,000	1,246	1.31%
500 Equipment	-	5,000	5,000	-	0.00%
Total Expenditures	\$ 90,453	\$ 100,000	\$ 100,000	\$ 1,246	1.25%
Food Services Fund Net Income	\$ (2,806)	\$ -	\$ -	\$ 1,288	
Total All Funds					
Revenues					
State revenues	\$ 4,663,978	\$ 5,020,936	\$ 5,038,975	839,454	16.66%
Federal revenues	193,056	132,774	132,024	8,252	6.25%
Local revenues	916,722	261,470	261,470	8,655	3.31%
Total revenues	\$ 5,773,756	\$ 5,415,180	\$ 5,432,469	856,362	15.76%
Expenditures					
100 Salaries and wages	\$ 2,421,980	\$ 2,405,520	\$ 2,403,975	\$ 181,114	7.53%
200 Employee benefits	606,292	644,456	644,027	41,877	6.50%
300 Purchased services	1,893,582	1,894,861	1,894,862	228,193	12.04%
400 Supplies and materials	313,702	327,404	327,404	56,150	17.15%
500 Equipment	56,337	60,486	60,486	36,340	60.08%
800 Dues and memberships; fees; other expenses	46,890	30,385	30,385	6,938	22.83%
Scholarship fund expenses - legacy	2,000	9,000	9,000	-	0.00%
Total expenditures	\$ 5,340,783	\$ 5,372,112	\$ 5,370,139	550,613	10.25%
Total revenues all funds	5,773,756	5,415,180	5,432,469	856,362	15.76%
Total expenditures all funds	\$ 5,340,783	\$ 5,372,112	\$ 5,370,139	550,613	10.25%
Net income - all funds	\$ 432,973	\$ 43,068	\$ 62,330	305,748	

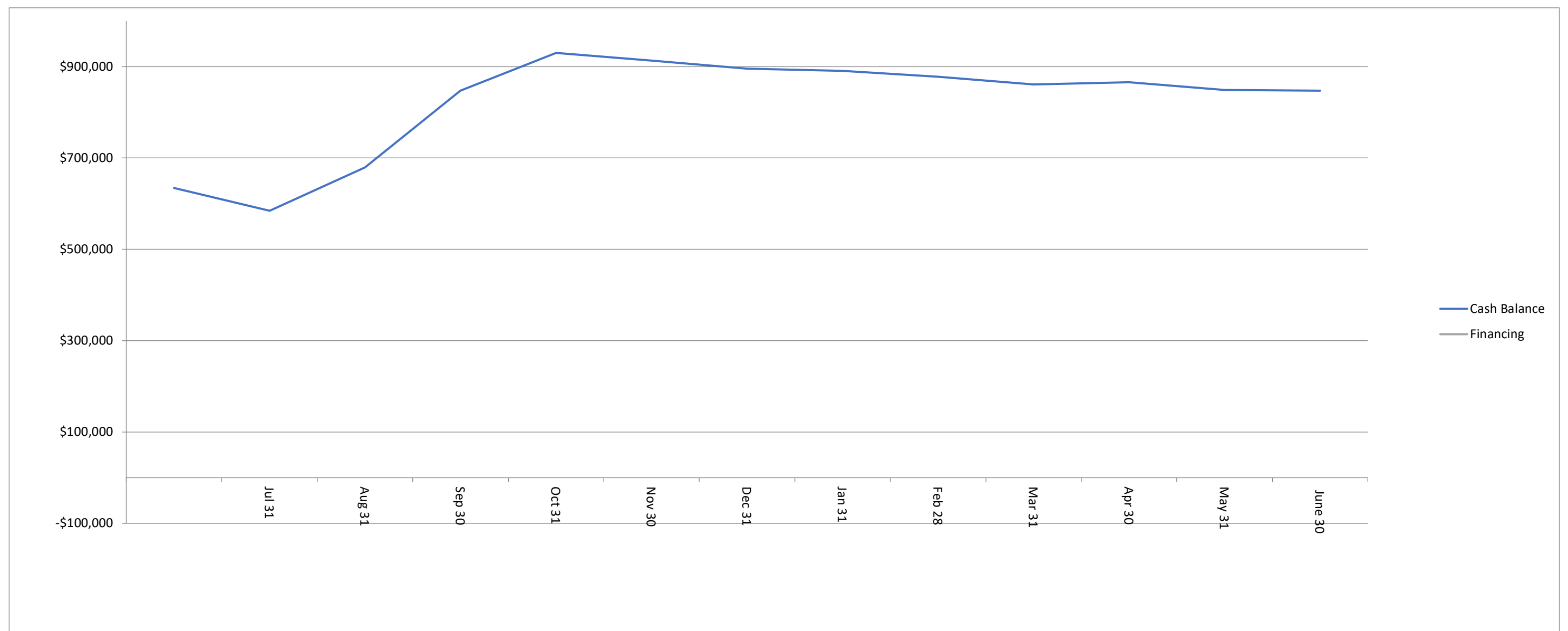
PiM Arts High School
Eden Prairie, Minnesota
Cash Flow Projection Summary
2023 - 2024 School Year

Period Ending	Cash Inflows						Cash Outflows				Cash Flow Financing	Balance
	State Aid Payments	Federal Aid Payments	Other Receipts*	Prior Year State Holdback	Prior Year Federal Holdback	Total Receipts	Salaries and Benefits**	Building Lease Payments	Other Expenses***	Total Expenses		
							<i>Beginning Balance</i>				\$ -	\$ 634,191
Jul 31	318,351	-	11,315	3,316	-	332,983	63,575	60,517	258,567	382,658	-	584,516
Aug 31	318,646	-	8,024	96,034	77,246	499,950	127,185	60,517	217,365	405,067	-	679,399
Sep 30	394,847	11,882	34,413	184,930	-	626,073	160,724	60,517	237,001	458,241	-	847,231
Oct 31	394,847	11,882	34,413	100,063	-	541,205	160,724	60,517	237,001	458,241	-	930,194
Nov 30	394,847	11,882	34,413	-	-	441,142	160,724	60,517	237,001	458,241	-	913,095
Dec 31	394,847	11,882	34,413	-	-	441,142	160,724	60,517	237,001	458,241	-	895,996
Jan 31	394,847	11,882	34,413	11,677	-	452,819	160,724	60,517	237,001	458,241	-	890,574
Feb 28	394,847	11,882	34,413	4,589	-	445,731	160,724	60,517	237,001	458,241	-	878,063
Mar 31	394,847	11,882	34,413	-	-	441,142	160,724	60,517	237,001	458,241	-	860,964
Apr 30	394,847	11,882	34,413	22,375	-	463,517	160,724	60,517	237,001	458,241	-	866,240
May 31	394,847	11,882	34,413	-	-	441,142	160,724	60,517	237,001	458,241	-	849,141
June 30	394,847	11,882	34,413	17,111	-	456,593	160,724	60,517	237,001	458,241	-	847,492
Totals	4,585,467	118,822	363,470	440,096	75,585	5,583,440	1,798,002	726,200	2,845,937	5,370,139	-	
Projected	4,585,467	118,822	363,470	440,096	75,585	5,583,440	1,798,002	726,200	2,845,937	5,370,139		

* Other Receipts include changes in Accounts Receivable and Prepaid Expenditures

** Salaries and Benefits include changes in Salaries/Benefits Payable. Budgeted at Gross, entered at net pay.

*** Other Expenses include changes in Accounts Payable



PIM Arts High School
Eden Prairie, Minnesota
Membership Report
2023 - 2024 School Year

Actual Average Daily Membership (ADM) Based on MARSS Data Submitted													
	Grade	8/31	9/30	10/31	11/30	12/31	1/31	2/28	3/31	4/30	5/31	6/30	End of Year
	9	0	0	0	0	0	0	0	0	0	0	0	0
	10	0	0	0	0	0	0	0	0	0	0	0	0
	11	0	0	0	0	0	0	0	0	0	0	0	0
	12	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total		0	0	0	0	0	0	0	0	0	0	0	0

Budgeted ADM													
	Grade	8/31	9/30	10/31	11/30	12/31	1/31	2/28	3/31	4/30	5/31	6/30	End of Year
	9	92	92	83	83	83	83	83	83	83	83	83	83
	10	91	91	105	105	102	102	102	102	102	102	102	102
	11	91	91	95	95	93	93	93	93	93	93	93	93
	12	91	91	77	77	77	77	77	77	77	77	77	77
Grand Total		365	365	360	360	355	355	355	355	355	355	355	355

