

PiM Arts High School
Annual Report
October 4, 2024



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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: Current Financials	

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

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.

Our students participate twice a month in Post-PiM Prep which uses the Minnesota Career Information System (MCIS) curriculum provided by MDE during advisory period for all students grades 9-12. Students plan for their futures by working through the modules provided through this system.

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 so everyone is challenged appropriately.

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 23-24 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 continue to perform above state level in Reading and Science. 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 70% (9th- 71%, 10th 70%) of our students were showing scores at or about the national median. In the Fall Math testing, over 58% of our 9th and 10th grade students were performing at or above the national median (9th- 56%, 10th- 61%).

In the Spring Reading test, we had approximately 20 fewer students in each grade complete the test. However, the scores indicate that 76% 9th grade students and 73% 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 66% of 9th grade students and 66% 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 55% 9th and 50% 10th graders meeting their growth target RIT scores from the previous 23-24 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, the growth stayed approximately the same with 60% of 9th and 54.3% 10th grade students showing growth. Our goal with QComp in the 23-24 school year is to increase the percentage of students meeting their

growth targets to 58.2% and we did not meet that goal with 57% of our students meeting their growth target.

1.6 Graduation Rate: Our graduation rate for the 2024 SY decreased from 84.3% to 64.2%. Of our 100 students in this 4 year cohort, 70 graduated. 14.13% continued to work toward graduation. 13.04% were unknown. Of the students of unknown status, some never set foot in our building- we simply were the last school they enrolled. Without the students who continued their education or the unknown students negatively impacting our graduation rate, our effective graduation rate would be 89%. PiM experiences a greater amount of student mobility than a traditional high school. 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. We also have families who have requested their student would benefit from an additional year in high school, and due to the impact of the pandemic proactively planned a 5th year. This is not a trend we look to continue.

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 23-24 school year:

- 92 Students were assigned to PiM in this 4 year cohort that counted toward graduation rate
- 60 Graduated in the 4 year time frame (65.22%)
- 7 dropped out (7.61%)
- 13 continued their education (14.13%)
- 12 are unknown (13.04%)

When you shift focus from the 4-year to the 5-year graduation rate, the numbers are more reflective of the success students are experiencing. The graduation rate jumps to 87.9%, reflecting the success the students experienced. Those who continued largely were from the Special Education and Free/Reduced Lunch Program categories. Special Education students graduated in the 5 year cohort at a 90% compared to 50% in the 4 year cohort, and the Free/Reduced Lunch students in the 5 year cohort graduated at a 75% rate compared to 39% in the 4 year cohort. Finally, when you look at the students who started in grade 9 and continued through grade 12, 44 of 45 students in that 4 year cohort graduated - a graduation rate of 98%. Our learning program is built intentionally to be a 4 year experience.

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 23-24, 37 juniors took this test. Our students continue to perform strongly in Reading and English and increased scores in Math and Science.

1.8 We had one EL student in the 23-24 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 23-24 school year. Our Advisors have continued to keep records and document the following to administration: A total of 93% 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, 76% 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: Our AP numbers continue to increase. 89 students were enrolled in one or more of our 6 offered AP Courses. Our AP Test participant numbers decreased from the previous year with 75 total students taking a total of 93 exams. Scores continue to be in line with Minnesota scores with 76% 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 and will not know our Honor Roll status for 23-24 until October.

PSEO: In 23-24, we had 12 students participate in PSEO. Of those, 2 students were full time PSEO and 10 students alternated between their college courses and taking courses at PiM. College and Career Readiness data can be found in the College/Career Preparation Activities Chart in *Appendix B*.

Link to 24-25 Testing Calendar:

<https://www.pimartshs.org/2024/08/01/pim-arts-high-school-24-25-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. We received 90 responses to this survey request for a response rate of 40%. The results from the fall 2024 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 or placed in a co-taught class. 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 discontinued to be a Ramp Up school in the 23-24 SY. PiM Arts High School has instead chosen to participate in a partnership with the Minnesota Department of Education and their Minnesota Career Information System to help kids reach their highest potential. The Minnesota Career Information System (MCIS) is a comprehensive online career exploration system that operates as a small non-profit. MCIS offers career, educational and labor market information in one, easy-to-use tool, including:

- Career interest, employability skill and learning style self-surveys
- Information on colleges and programs of study
- Short term-training, apprenticeship and employment resources

Students use their MCIS portfolio to plan and view progress toward goals and create a Personal Learning Plan (PLP) ([Minnesota Statutes, section 120B.125](#)). There are different versions of the platform available to suit your needs: elementary, middle school, high school and adult.

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 23-24 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 24-25 school year. PiM is committed to equity in education and anti-racist practices and policies. We also offered Professional Development in Gradual Release of Responsibility, Social Emotional Learning, PhaseZero Recovery Services, Responding to Disclosures from the Sexual Violence Center, and Exploring EcoJustice through Arts Education. 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: Our focus is on improving academic performance while providing a Nationally Recognized Arts Program. We are working to vision and enhance the building as it pertains to supporting our high quality arts programs

A.9 Awards: Visual and Media Arts students received 200 Scholastic Competition Awards including 3 National Medal Award winners. While PiM was .0014% of the total student population submitting art to Scholastic for consideration, PiM Students represented 15% of the total awards in the State of Minnesota. PiM's production of *Mean Girls* earned an Overall Achievement in Musical Theatre commendation, as well as Outstanding ratings for overall performance, vocal performance, and acting performance. In addition, 14 students received individual honors and Evaluator commendations from the Hennepin Theatre Trust for our Theatre/Musical Theatre Production. PiM's One Act Play *Lost Girl* won its Sub State section and presented at the State One Act Festival as a Section 6AA Champion. 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 Creative Planning 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 and Instrumental Music are strengths in building a healthy student body in terms of ADM. We currently have 360 students enrolled in our program with a budgeted ADM of 365 Our audited fund balance at the end of 2023-2024 school year was \$1,118,000 or 20% of the total budget.

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.

We utilize Charter Source for the trainings all board members complete to be a well informed and educated board as well as meeting the state requirements for charter boards. All newly seated board members complete training required prior to being seated on the board. 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 360 with an ADM of 360. An updated budget and budget projections are included in *Appendix K* along with a financial dashboard that is prepared by Creative Planning (formerly 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 FY25. Our fund balance currently is at 20% within the range of our policy, and are projecting a surplus of \$8000 at the end of the fiscal year.

Previous year ADM Analysis: Our approved revised budget for FY23 was based on an ADM of 365 We ended the year with an ADM of 362.

Bond Covenants: We ended FY24 with an average of 28.62 days cash on hand meeting the 45 days cash requirement in our bond covenants. Our debt service coverage was .97. Neither of these met the requirements 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, 2023, and 2024 fiscal years. PiM has been ranked the #11 best charter school in Minnesota, and PiM Staff has been ranked the #6 best teaching staff in the state on the school evaluation platform *Niche*.

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 23-24 (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	82	71.9%	59	Grade 9	83	56%	47
Grade 10	77	70%	54	Grade 10	77	61%	47
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	72	55.5%	40	Grade 9	60	60%	36
Grade 10	48	50%	24	Grade 10	57	54.3%	31
Grade 11				Grade 11			
Grade 12				Grade 12			
Overall				Overall			

MCA Proficiency Template (1.1)

Percent Meeting or Exceeding on MCA Reading 2023-2024 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	71	42.3%	26.8%%
Overall			

Percent Meeting or Exceeding on MCA II/III Math 2023-2024 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	91	23.1%	4.4%
Overall			

MCA Proficiency (1.2, 1.9)

Math MCA	Total students tested	State Proficiency	PiM Proficiency
FRL	17	27%	11.8%
Hispanic/Latino	10	22%	20%
Native American	NA		NA
Asian	NA		NA
Black or African	2	21.9%	0%

American			
Native Hawaiian/Pacific Islander	NA		NA
White	70	55.6%	30%
Two or more races	8	43.5%	25%
Special Education	13	24.7%	7.7%

Reading MCA	Total students tested	State Proficiency	PiM Proficiency
FRL	15	33.4%	60%
Hispanic/Latino	9	28.7%	66.7%
Native American	NA		NA
Asian	NA		NA
Black or African American	2	31%	50%
Native Hawaiian/Pacific Islander	NA		NA
White	53	58.7%	71.7%
Two or more races	6	50.4%	66.7%
Special Education	12	25.5%	50%

PiM Arts High School Spring 2024 ACT Subject Area average test scores and percentages of tested juniors who attained the benchmark score or higher. 37 students tested on the District Testing Date or on a National Testing date.

Spring 2024 Data
(1.7)

Subject Area	2024 PiM Average Test Scores	Benchmark
Reading	27.5	22
English	25	18
Mathematics	21.5	22
Science	23.4	23
Composite	24.5	NA

Percent of Students in College and Career Readiness (CCRS) Score Ranges: The ACT (All Data), PERFORMING INSTITUTE OF MINNESOTA ARTS HIGH SCHOOL, 2023-2024

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	2023-2024	16	5	27	8
PERFORMING INSTITUTE OF MINNESOTA ARTS HIGH SCHOOL	28 to 32	2023-2024	19	0	32	5
PERFORMING INSTITUTE OF MINNESOTA ARTS HIGH SCHOOL	24 to 27	2023-2024	27	27	14	32
PERFORMING INSTITUTE OF MINNESOTA ARTS HIGH SCHOOL	20 to 23	2023-2024	19	38	19	38
PERFORMING INSTITUTE OF MINNESOTA ARTS HIGH SCHOOL	16 to 19	2023-2024	11	19	3	14
PERFORMING INSTITUTE OF MINNESOTA ARTS HIGH SCHOOL	13 to 15	2023-2024	8	8	5	3
PERFORMING INSTITUTE OF MINNESOTA ARTS HIGH SCHOOL	01 to 12	2023-2024	0	3	0	0

Professional Development Offerings

School Name: *PiM Arts High School*

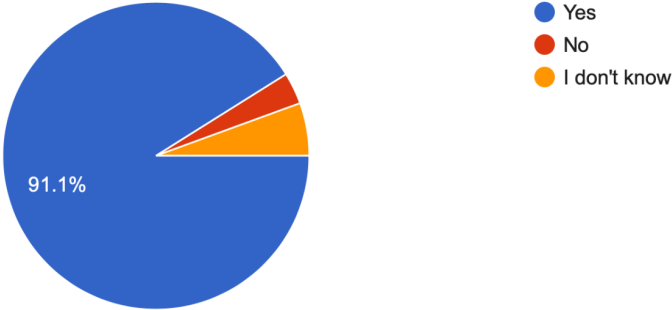
Year Reported On: SY2024

	Training Title	Training Provider	Audience (e.g. all staff, math teachers, Title IX staff)	Date/s	Required? Y or N
1	Gradual Release of Responsibility	Maria Gonzalez, ASCD	all staff	August 23, 2023	Y
2	PhaseZero Recovery Services	PhaseZero, Adam Wick	all staff	September 22, 2023	Y
3	Social Emotional Learning	Kate Walker, Univ of MN	all staff	December 1, 2023	Y
4	Cultural Change Impact	Umar Rashid, Taharka Industries	all staff	Feb. 16, 2024	y
5	Responding to Disclosures	Sexual Violence Center	all staff	Feb. 16, 2024	y
6	Exploring EcoJustice Through Arts Education	Dr. Betsy Maloney Leaf, Univ. of MN	all staff	Apr. 26, 2024	n

Survey Results

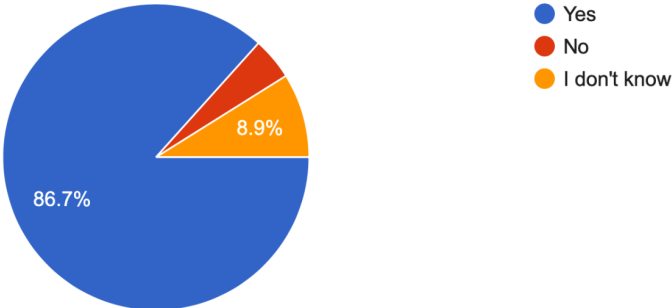
The school's activities and operations are consistent with its mission.

90 responses



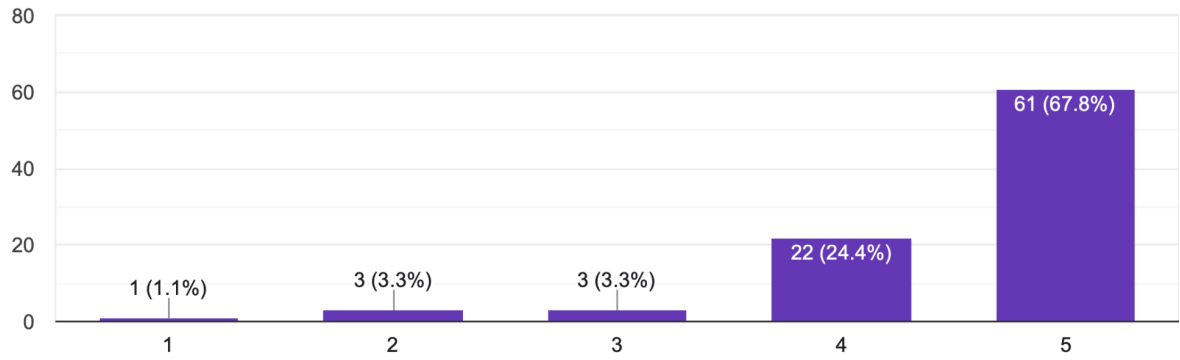
The school creates a structured environment that includes expectations and outcomes for students.

90 responses



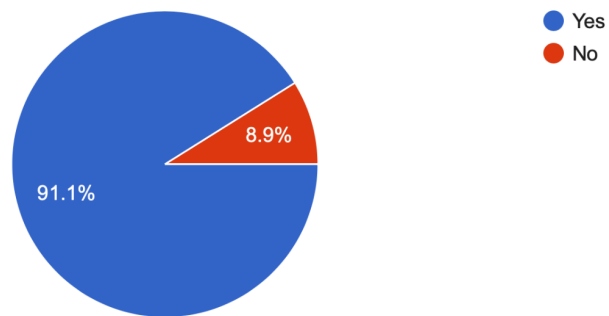
PiM creates a safe environment for students

90 responses



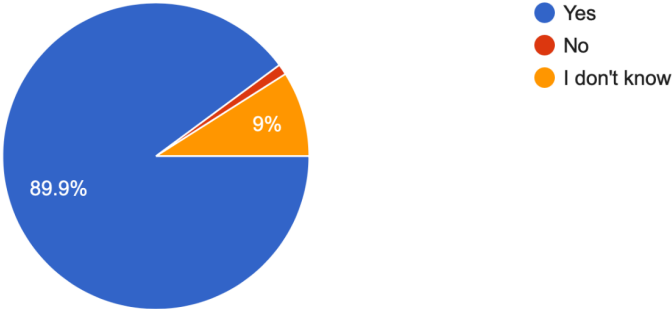
I know how to check in on my student's academic progress through Infinite Campus, Google Classroom, or contacting staff.

90 responses



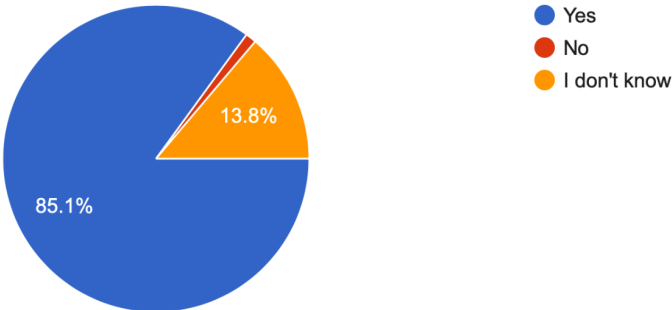
My child experiences an expectation for growth and learning while at school.

89 responses



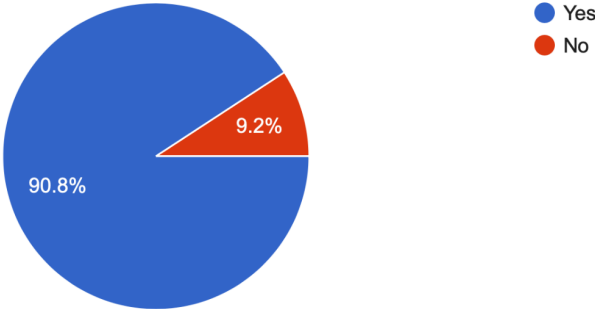
My child has connections with at least one adult in the building.

87 responses



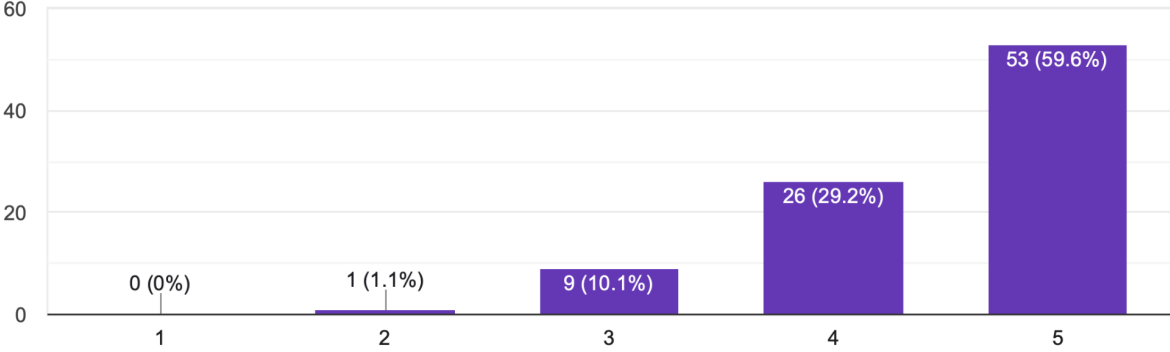
I am aware of the support services (counseling, academic support, college prep) available to my student.

87 responses



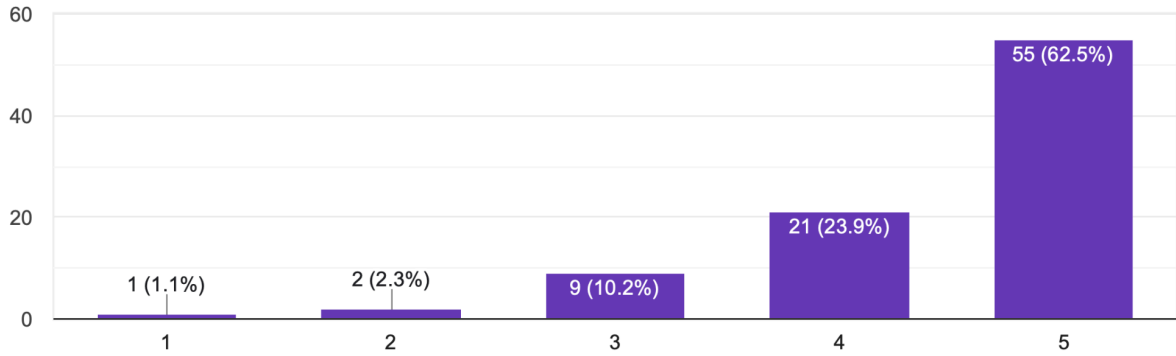
Our school provides qualified teaching staff to support learning.

89 responses



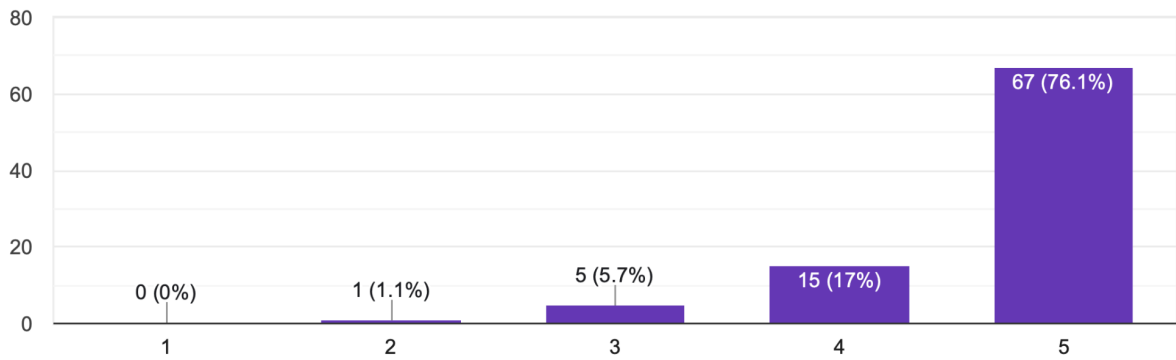
I am satisfied with the academic programming my student experiences (math, science, language arts, social studies, etc.)

88 responses



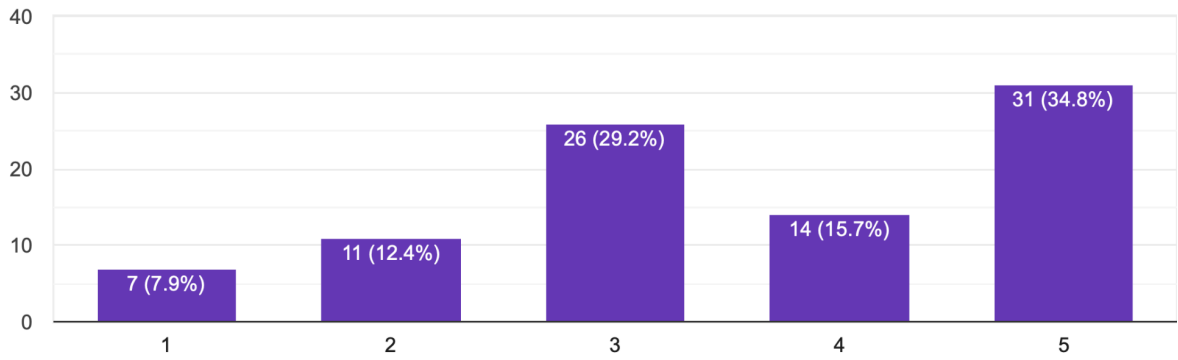
I am satisfied with the arts programming my student experiences.

88 responses



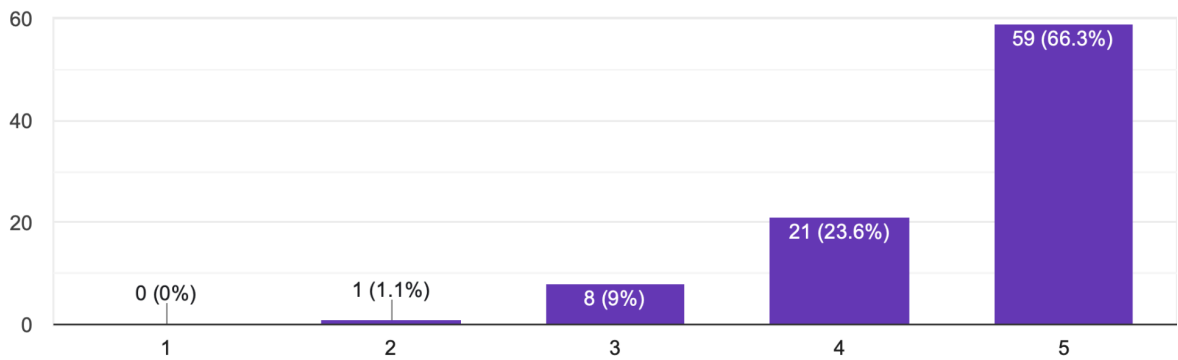
I am aware of the opportunities PiM provides for students exploring their options after high school.

89 responses



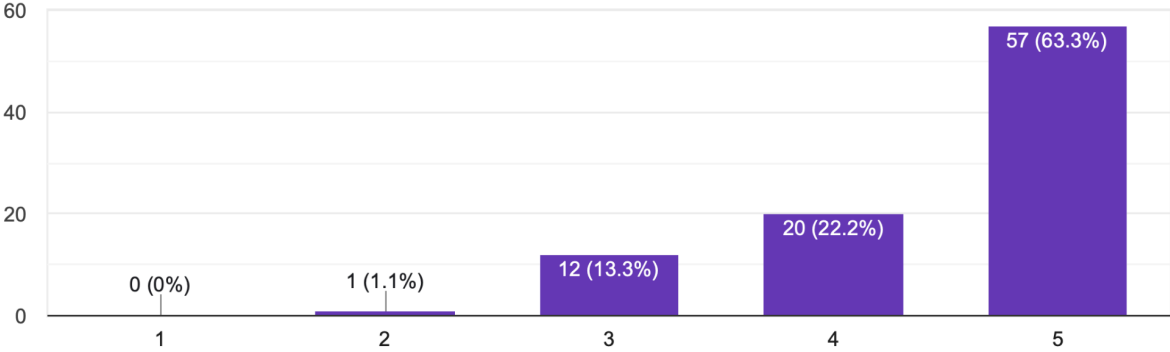
The teachers at PiM create a supportive culture through positive relationships with students.

89 responses



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

90 responses



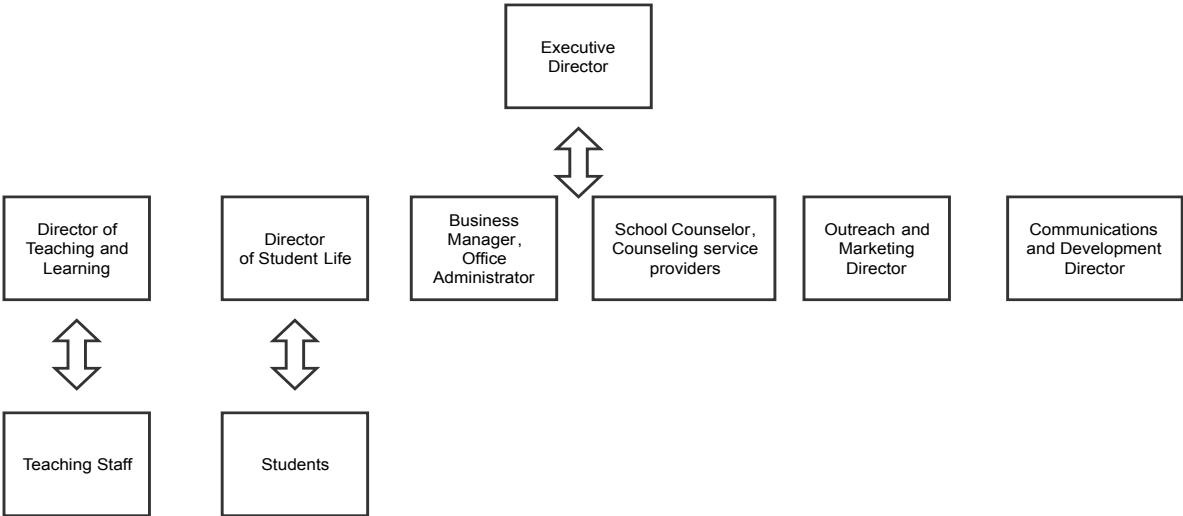
District 4110-07
PiM Arts High School
Licensure Data
Appendix E

Teacher Name	File Number	Subject(s) Taught	Grade(s) Taught	SY2024	Returned/New SY 2024-2025	Expiration Year	Additional Licensure Notes
Lara Ciganko	439985	Dance	9-12	Sabbatical Year	Not Returning, Subbing	2027	
Danielle Ricci	470016	Dance	9-12	Yes	Returned	2027	
Karis Sloss	514977	Dance & Theatre	9-12	Yes	Returned	2025	
Rachel Brady	505822	Theatre	9-12	Yes	Returned	2028	
Alessandro Rovegno	1036283	Music, instrumental & classroom	9-12	No	New	2026	Tier II
Austin Pekarna	514276	Music, instrumental & classroom	9-12	Yes	No	2024	
Chris Thomson	383614	Music, instrumental & classroom	9-12	No	New/Returned	2027	
Katie McKnight	492888	Music	9-12	Yes	Returned	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	
Sarah Swimmer	1036445	Visual Arts	9-12	No	New	2027	
Elle Miller	1036694	Visual Arts	9-12	No	New	*	Paperwork and payment received 08/15/24
Sarah Omernik	431308	Language Arts	9-12	Yes	Returned	2024	
Tegan Pedersen	1037519	Language Arts	9-12	No	New	*	Tier II, all paperwork and payment received 09/10/24
Taiwana Shambley	1024067	Language Arts	9-12	Yes	Not Returning	2024	
James Petry	470966	Social Studies	9-12	Yes	Returned	2028	
Jim Nordberg	510377	Social Studies	9-12	Yes	Returned	2027	
Emily Weber	460455	Social Studies	9-12	Yes	Returned	2027	
Aaron Kvale	502199	Spanish	9-12	Yes	Returned	2027	
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	Not Returning	2025	

Anna Kanavati	504840	Science, Physics	9-12	Yes	Returning	2027	
Ellen Klemme	488822	Science, Chemistry and Physics	9-12	Yes	Not Returning	2026	
Timothy Popp	440593	Science, Biology	9-12	Yes	Returned	2025	Also earth science and chemistry
Zac Jacobson	1000495	Math	9-12	No	New	2025	
Kylie Smith	1037565	Science	9-12	No	New	*	Payment and payment received 09/11/24
Susan Buckley	358105	Physical Science	9-12	Yes- Long Term Sub	Returned	2025	Special Permission- SpEd
Natasha Pasch	493489	SpEd	9-12	Yes	Returned	2028	
Morgan Adams	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	Not Returning	2023	
Samantha King	1018692	SpEd	9-12	Yes	Returned	2026	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	

Syd Berggren	1031402	Language Arts	9-12	Yes	Returned	2027	Quarter 4 only in 2024
Rebecca Johannsen	478845	Visual Arts	9-12	Yes	Not Returning	2026	
Amanda Stringer	1001932	Visual Arts	9-12	Yes	Returned	2026	
Grover Hogan	518734	Visual Arts	9-12	Yes	Not Returning	2025	
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	Yes	Returned	2027	



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
2023-2024	89.90	88.69	101.27	82.00	361.86

2023-2024 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	89	10	10	89	80
10	91	12	17	85	74
11	108	16	22	102	93
12	90	8	17	80	8
Total	378	46	56	356	255

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.

This policy was adopted from a Booth & Lavorato LLC policy that is copyrighted by Booth & Lavorato LLC and was used with permission. 2013©

Community Connections and Partnerships

In 2023-2024 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 with our student artists about approaching and succeeding 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 several groups that 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 also offers evening classes engaging in high-quality ballet training on many levels. Other groups providing student-centered classes in the PiM space include North Star Irish Dance, Chinese Dance Theatre, and Julia Schmidt Dance all offering weekly classes.

PiMs is currently rekindling our artist-in-residence program. We are in talks with Black Label Movement, to use our rehearsal space, perform, and work with our students on the new and negotiating their Body Storming workshops that 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 that 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:

Justinb Lucerno	Danielle Gruberger
JohnMark Hostetler	Tessa Dahlgren
Pavy Olivarez	Mariah Mercedes
Tyler Michaels King	Linda Talcott Lee
Camryn Buelow	Christine Wade
Emily Coutts	Mason Tyre
Opera Punks	Jeff Trodhal
Emmanuel Freeman	Daniel Peiring
Luverne Seifert	Barbara Shelton
29:11 International Exchange	Ben Bakken
Cameron Buelow	Natalie Weiss
Chris Bates	JT Bates
Kavyesh Kaviraj	Raiyon Hunter

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	Initial required trainings	Governance Training	Employment Training	Financial Management	Ongoing
Buck Campbell	July 2024	June 2027	1	Board President	Community Member	Business	buck.campbell@pimartshs.org	952-224-1340	0%	N/A	October 2020	October 2020	May 2021	
open	July 2024	June 2027	1	Member	parent/Community			952-224-1340	0%					
Areba Bennett	August 2023	August 2026	1	Member	Parent	Education	areba.bennett@pimartshs.org	952-224-1340	100.00%	N/A	August 2023	August 2023	November 2023	
Ann Williams (Filling out Libretta Stennes)	August 2022	August 2025	1	Treasurer	Community Member	Arts Business	ann.williams@pimartshs.org	952-224-1340	0.00%	September 2024				
Pamela Balabuszko Reay	August 2022	August 2025	1	Member	Parent	Arts	pamela.balabuzskoreay@pimartshs.org	952-224-1340	100.00%	N/A	October 2022	October 2022	October 2022	
Emily Webber (filling out Natasha Paasch)	August 2023	August 2026	1	Member	Teacher	Social Studies	emily.webber@pimartshs.org	952-224-1340	100.00%	September 2024	August 2023	August 2023	November 2023	
James Petry	August 2023	August 2026	1	Member	Teacher	Social Studies	james.petry@pimartshs.org	952-224-1340	100.00%	N/A	October 2022	October 2022	October 2022	
Karis Sloss	August 2024	August 2027	1	Member	Teacher	Dance	karis.sloss@pimartshs.org	952-224-1340	100.00%	September 2024				
Paul Johnson	August 2021	August 2024	2	Vice President	Teacher	Special Education	paul.johnson@pimartshs.org	952-224-1340	100.00%	N/A	October 2020	October 2020	February 2020	
Danielle Ricci	August 2022	August 2025	1	Member	Teacher	Dance	danielle.ricci@pimartshs.org	952-224-1340	100.00%	N/A	October 2022	August 2023	November 2023	
Aaron Kvale (filling out Steve Mollick)	August 2022	August 2025	3	Secretary	Teacher	Music	aaron.kvale@pimartshs.org	952-224-1340	100.00%	N/A	November 2020	November 2020	March 2023	



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

Financial Report

August 31, 2024

PiM Arts High School
Eden Prairie, Minnesota

August 2024 Financial Report

Table of Contents

Executive Summary	Page 2
Dashboard Report	Page 4
Balance Sheet	Page 6
Statement of Revenues and Expenditures	Page 7
Cash Flow Statement	Page 11
Enrollment Summary	Page 12
Supplemental Information – See Separate Document	

**PiM Arts High School
Charter School No. 4110
August 2024 Financial Report
Executive Summary**

Summary of Key Financial Indicators

- Average Daily Membership (ADM) Overview –
 - Original Budget: 365 ADM
 - Working Budget: 365 ADM
 - Actual: 359 ADM
- The school’s adopted budgeted surplus for the year is \$8,373. A projected cumulative fund balance of \$1,144,327 or 20.4% of expenditures is anticipated at fiscal year-end.
- The school’s working budget surplus for the year is \$8,373. A projected cumulative fund balance of \$1,144,327 or 20.4% of expenditures is anticipated at fiscal year-end.
- Projected Days Cash on for the projected fiscal year-end is 28 Days. Above 75 days meets minimum bond covenants.
- Projected Debt Service Coverage Ratio at fiscal year-end is 1.08. Above 1.00 meets minimum bond covenants so long as 45 days or more of days cash on hand is achieved.

Financial Statement Key Points

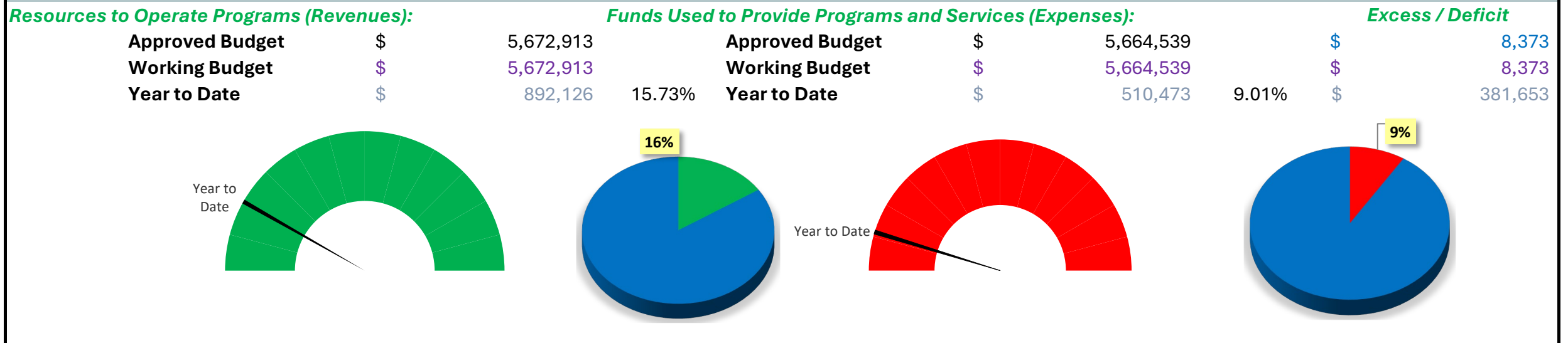
- As of month-end, 16.67% of the fiscal year was completed.
- Cash balance as of the reporting period is \$1,934,572 which includes \$1,404,564 of funds that are required to maintain the Days Cash on Hand requirement for bonding. Cash has increased from the prior month of \$1,624,411 and this is due to the receipt of a portion of the FY24 Holdback funds.
- Revenues received at the end of the reporting period are reflected at 15.73% of the working budget.
- Expenditures disbursed as of the end of the reporting period are reflected 9.01% of the working budget.

Other Items

- Salaries and Benefits payables will begin to accrue as of the September financial statements for summer accruals, and those will be reflected in the statements under Salaries and Benefits lines.
 - The current balance is \$0 in contracts and salaries that will be paid in August of 2024. FY25 Accruals will begin starting with the September 2024 Financial Report.

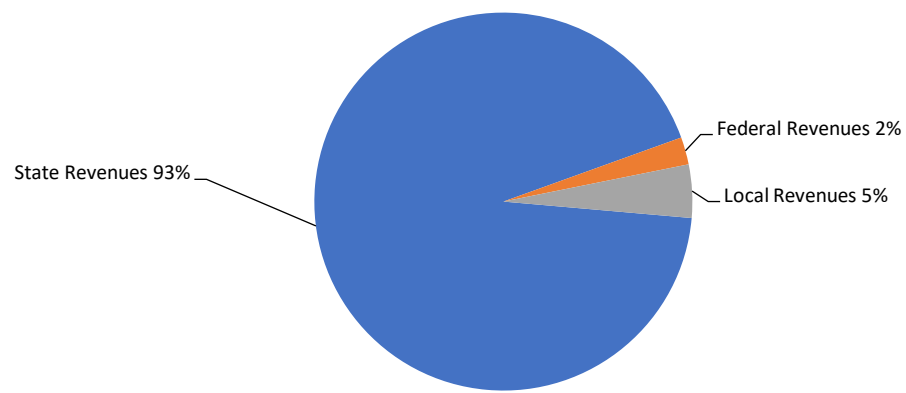
**PiM Arts High School
Eden Prairie, Minnesota
Financial Report Dashboard
As of August 31, 2024**

Financial Summary - Budgeted Amounts and Year to Date Activity

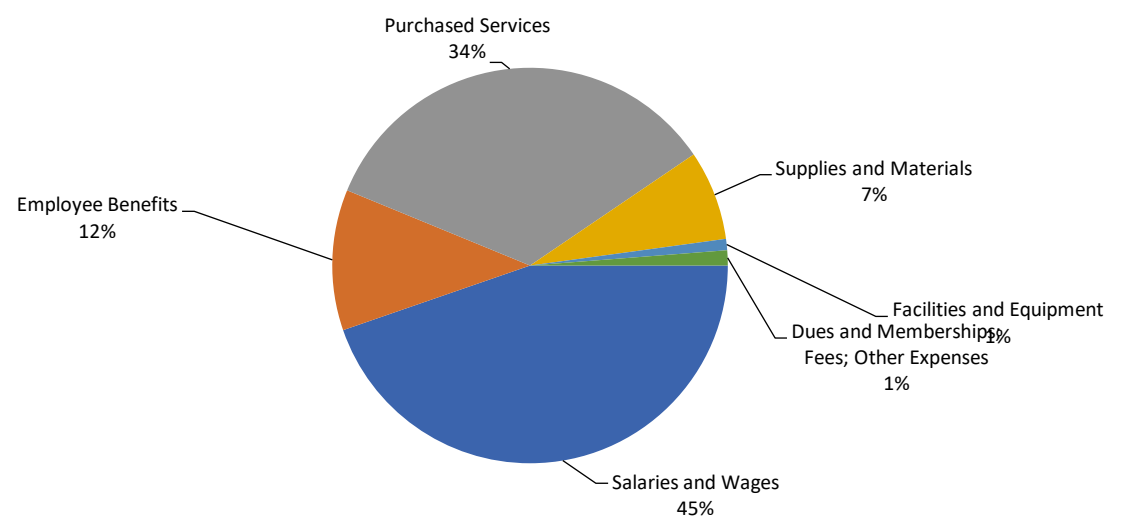


Budgets for the Year

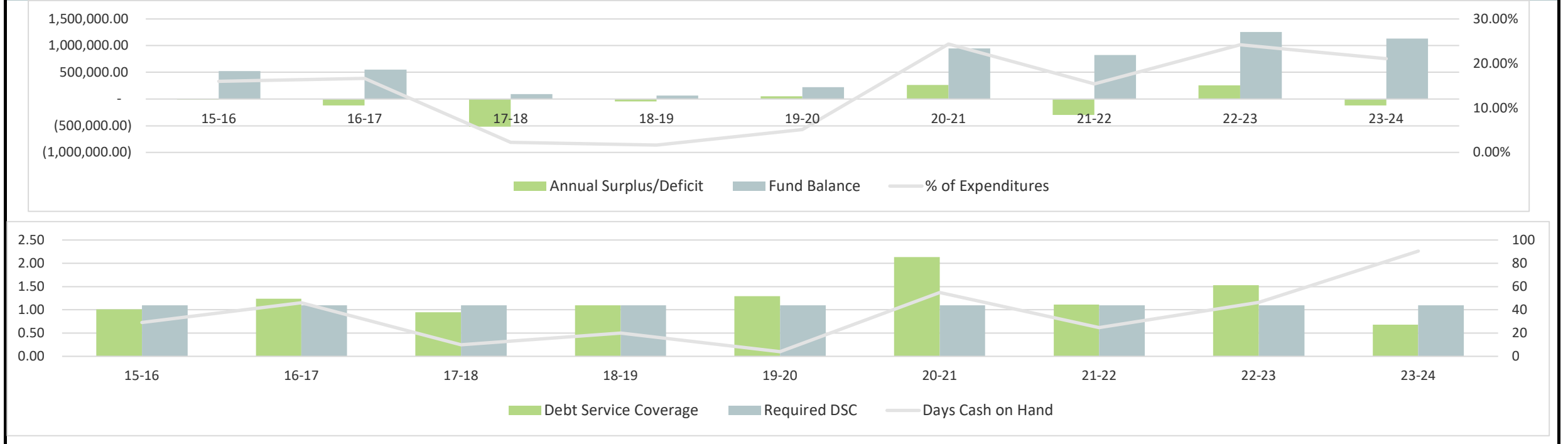
Where funds will come from to operate the school:



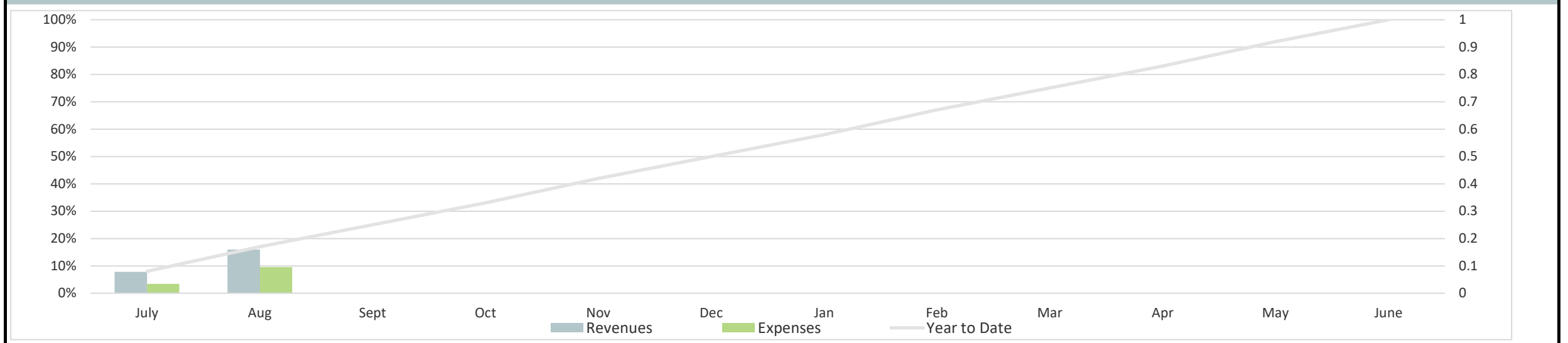
How the money is budgeted to be spent:

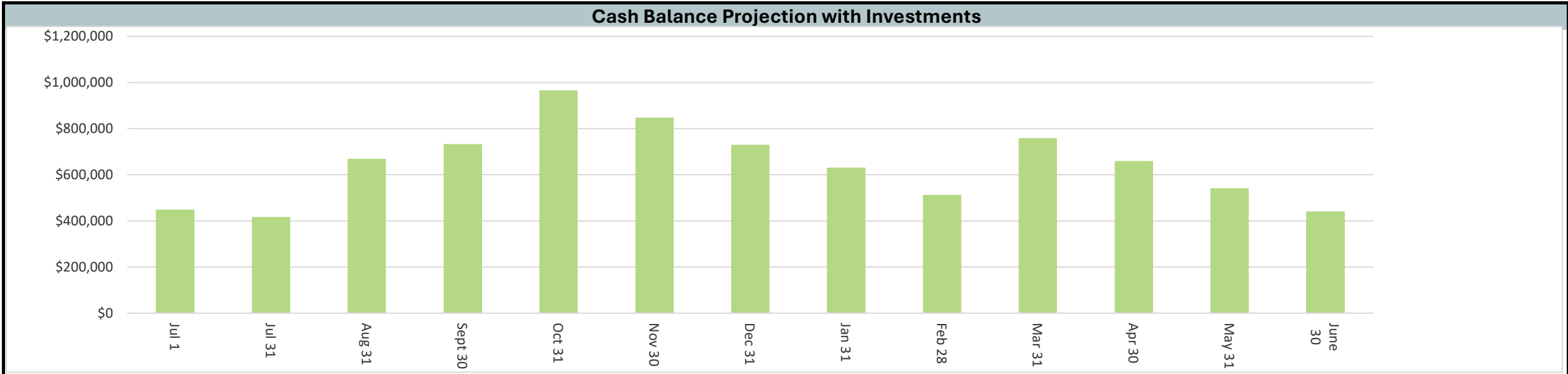
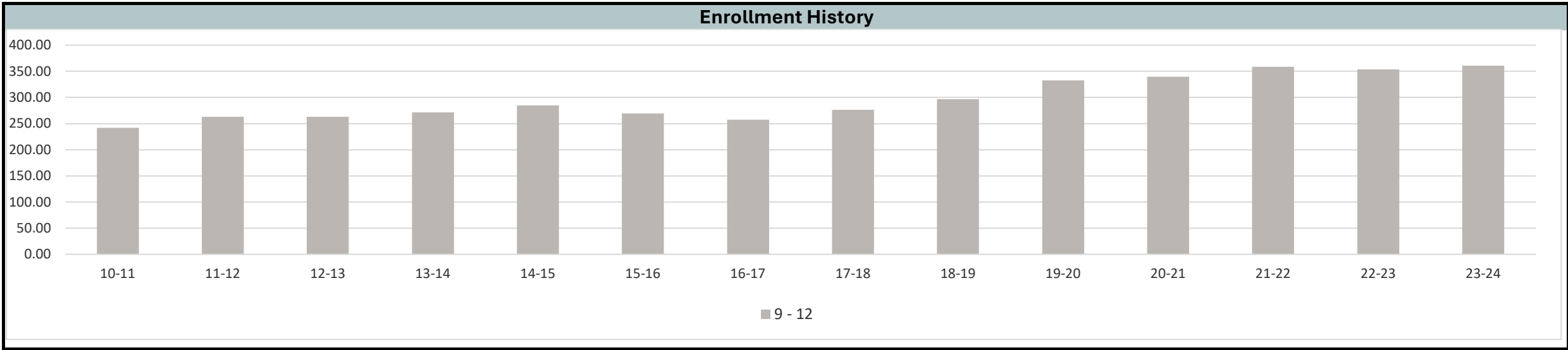
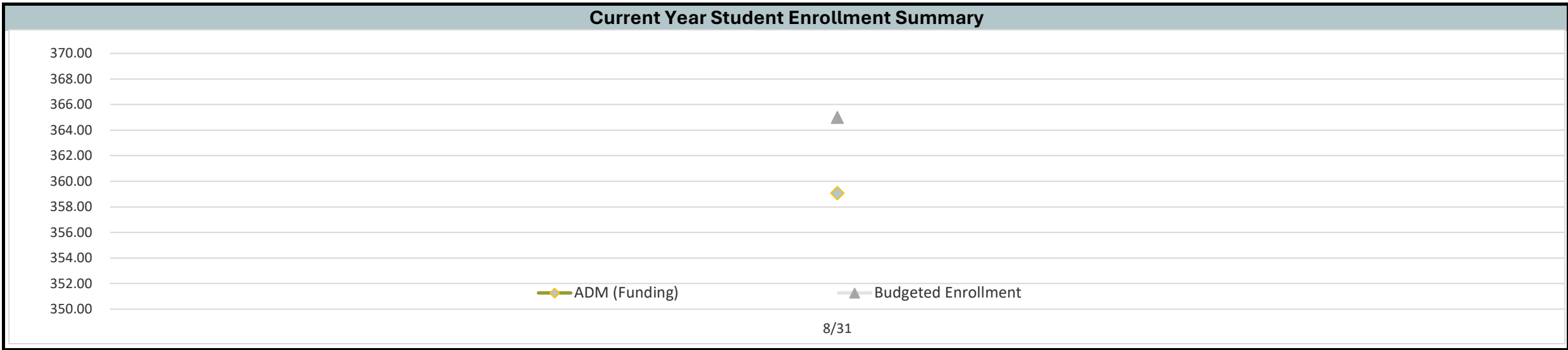


Fund Balance and Bond Covenant History



Current Year Financial Trend





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

**Balance Sheet
As of August 31, 2024**

	Preliminary Actual 06.30.24	Balance At End of Month 08.31.24
Assets		
Current assets		
Checking and savings accounts		
Choice Bank	449,520	669,754
Accounts receivable	667	-
Accounts receivable - affiliated building company	494,190	495,215
State aids receivable	602,976	391,921
State aids - 10% holdback	-	110,616
Federal aids receivable	60,375	12,693
Prepaid expenses and deposits	62,064	2,034
Prepaid employee insurance premiums	-	-
Total all assets	\$ 1,669,792	\$ 1,682,233
Liabilities and Fund Balance		
Current liabilities		
Salaries and wages payable	\$ 160,547	\$ -
Salaries and wages payable - summer	-	-
Accounts payable	30,801	1,299
Line of credit payable	200,000	200,000
Payroll deductions and contributions	142,490	(36,672)
Payroll deductions and contributions (summer)	-	-
Deferred revenue - food service payments	-	-
Total current liabilities	533,839	164,627
Fund Balance		
Beginning fund balance	1,259,826	1,135,953
Net income to date	(123,873)	381,653
Total fund balance	1,135,953	1,517,607
Total liabilities and fund balance	\$ 1,669,792	\$ 1,682,233

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

**Statement of Revenues and Expenditures
As of August 31, 2024**

	Preliminary Actual 2022 - 2023	Adopted Budget 2024 - 2025	Months Budget Forecast 2024 - 2025	2 Current Year Actual 2024 - 2025	16.67% Percent of Budget Forecast
Average Daily Membership (ADM)	360	365	365	359	98.38%
Estimated pupil units	432	438	438	431	98.38%
All Funds					
Revenues					
State revenues					
General education revenue	\$ 3,398,067	\$ 3,531,739	\$ 3,531,739	514,866	14.58%
Q comp	92,532	93,371	93,371	-	0.00%
Endowment fund	21,212	21,212	21,212	-	0.00%
Building lease aid	578,147	575,532	575,532	-	0.00%
Long term facilities maintenance revenue	57,168	57,816	57,816	-	0.00%
Special education aid	845,550	857,856	857,856	238,753	27.83%
Other state aids	2,761	6,850	6,850	-	0.00%
Prior year under (over) accruals	(12,925)	-	-	-	
Library Aid	20,000	20,000	20,000	-	0.00%
Personnel Support Aid	20,000	20,000	20,000	-	0.00%
Projected state aid holdback	-	-	-	110,616	
Total state revenues	5,022,511	5,184,375	5,184,375	864,235	16.67%
Federal revenues					
Federal title programs	40,694	43,418	43,418	1,331	3.07%
Federal special education programs	80,007	41,999	41,999	11,362	27.05%
Total federal revenues	120,701	85,417	85,417	12,693	14.86%
Local revenues					
050 Fees from student activities	66,852	48,926	48,926	2,152	4.40%
051 Transportation fees	27,903	32,617	32,617	1,908	5.85%
060 Fees from performances	37,809	40,000	40,000	10,216	25.54%
092 Interest revenue	8,368	2,446	2,446	1,138	46.51%
093 Licensing of facilities	38,371	50,000	50,000	(762)	-1.52%
096 Donations and gifts	105,839	75,000	75,000	151	0.20%
099 Other local revenues	12,558	3,659	3,659	146	3.99%
621 Sale of materials purchased	10,179	472	472	-	0.00%
Total local revenues	307,879	253,120	253,120	14,949	5.91%
Total revenues	\$ 5,451,091	\$ 5,522,913	\$ 5,522,913	891,877	16.15%

	Preliminary Actual 2022 - 2023	Adopted Budget 2024 - 2025	Budget Forecast 2024 - 2025	Current Year Actual 2024 - 2025	Percent of Budget Forecast
Expenditures					
100 Salaries and wages	\$ 2,030,227	\$ 2,023,377	\$ 2,023,377	155,913	7.71%
200 Benefits	540,556	560,000	560,000	34,463	6.15%
Total salaries and benefits	<u>2,570,783</u>	<u>2,583,377</u>	<u>2,583,377</u>	<u>190,376</u>	<u>7.37%</u>
305 Contracted services	349,866	308,536	308,536	43,124	13.98%
315 Repairs and maintenance - technology	48,630	44,223	44,223	11,091	25.08%
320 Communications services	23,900	16,000	16,000	1,978	12.36%
329 Postage	1,590	3,085	3,085	604	19.57%
330 Utilities	102,128	108,000	108,000	7,798	7.22%
340 Property and liability insurance	2,670	50,000	50,000	18,589	37.18%
350 Repairs and maintenance	63,710	25,000	25,000	7,147	28.59%
360 Contracted transportation	227,852	205,000	205,000	1,455	0.71%
366 Travel, conferences and staff training	14,622	13,370	13,370	3,465	25.92%
369 Student fees: field trips/registration fees	7,241	8,824	8,824	3,650	41.36%
348-570 Building lease costs	726,200	726,750	726,750	121,125	16.67%
335 Instructional rentals	14,494	10,000	10,000	53	0.53%
335 Other rentals and operating leases	677	4,200	4,200	221	5.25%
380 Leases and rentals - technology equipment	34,092	45,600	45,600	4,082	8.95%
401 Supplies - non instructional	104,821	74,049	74,049	7,263	9.81%
405 Computer software and licenses (non-instr.)	30,795	35,691	35,691	16,606	46.53%
406 Instructional software licenses	18,034	16,031	16,031	3,750	23.39%
430 Instructional supplies	54,179	75,771	75,771	15,868	20.94%
456 Instructional technology supplies	41,259	32,345	32,345	4,077	12.60%
460 Textbooks and workbooks	476	5,676	5,676	-	0.00%
461 Standardized tests	10,583	10,500	10,500	2,396	22.82%
490 Food purchased	2,747	2,415	2,415	-	0.00%
530 Equipment purchased	2,592	22,703	22,703	-	0.00%
556 Technology equipment	16,590	17,072	17,072	-	0.00%
580 Capital lease principle payments	-	5,000	5,000	-	0.00%
820 Dues, memberships and other fees	54,716	30,993	30,993	839	2.71%
899 Budget contingency	-	25,000	25,000	-	0.00%
Scholarship fund expenses - legacy	12,660	8,000	8,000	8,000	100.00%
Scholarship fund expenses - JJ ramstad	-	1,000	1,000	-	0.00%
Special education - state					
100 Salaries and wages	515,129	478,535	478,535	19,582	4.09%
200 Benefits	148,269	84,744	84,744	3,080	3.63%
360 Contracted transportation	114,180	62,863	62,863	-	0.00%
394 SPED other fees for student services	112,214	280,433	280,433	712	0.25%
433 Special ed instructional supplies	-	3,336	3,336	-	0.00%
Total state special ed expenditures	<u>889,793</u>	<u>909,911</u>	<u>909,911</u>	<u>23,373</u>	<u>2.57%</u>
Special education - federal					
303 Contracted services-federal programs	63,485	19,065	19,065	9,518	49.92%
315 Technology support services	1,633	508	508	-	0.00%
366 Travel, conferences and staff training	3,027	4,421	4,421	26	0.59%
378 Licensed psychologist services	-	862	862	-	0.00%
401 Non-instructional supplies	5,901	3,592	3,592	-	0.00%
433 Individualized instructional supplies	1,167	11,052	11,052	-	0.00%
556 Technology equipment	4,793	2,498	2,498	1,818	72.78%
Total federal special ed expenditures	<u>80,007</u>	<u>41,999</u>	<u>41,999</u>	<u>11,362</u>	<u>27.05%</u>

	Preliminary Actual 2022 - 2023	Adopted Budget 2024 - 2025	Budget Forecast 2024 - 2025	Current Year Actual 2024 - 2025	Percent of Budget Forecast
Title - federal					
100 Salaries and wages	27,414	30,234	30,234	1,146	3.79%
200 Benefits	6,527	7,222	7,222	186	2.57%
303 Contracted services-federal programs	6,253	2,465	2,465	-	0.00%
360 contracted transportation	-	433	433	-	0.00%
389 Staff tuition reimbursements	500	3,064	3,064	-	0.00%
Total title expenditures	40,694	43,418	43,418	1,331	3.07%
Total expenditures	\$ 5,575,298	\$ 5,514,539	\$ 5,514,539	509,623	9.24%
General fund net income	\$ (124,206)	\$ 8,373	\$ 8,373	382,254	
Food Services Fund - 02					
Revenues					
300 State Revenues	75,500	97,500	97,500	-	0.00%
400 Federal Revenues	52,697	47,500	47,500	-	0.00%
600 Sales of Lunches and Other Local Revenue	30,313	5,000	5,000	249	4.99%
649 Transfer from General Fund	-	-	-	-	
Total Revenues	\$ 158,509	\$ 150,000	\$ 150,000	249	0.17%
Expenditures					
400 Supplies and Materials	156,367	145,000	145,000	850	0.59%
500 Equipment	1,809	5,000	5,000	-	0.00%
Total Expenditures	\$ 158,176	\$ 150,000	\$ 150,000	850	0.57%
Food Services Fund Net Income	\$ 334	\$ -	\$ -	(600)	

	Preliminary Actual 2022 - 2023	Adopted Budget 2024 - 2025	Budget Forecast 2024 - 2025	Current Year Actual 2024 - 2025	Percent of Budget Forecast
Total All Funds					
Revenues					
State revenues	\$ 5,098,011	\$ 5,281,875	\$ 5,281,875	864,235	16.36%
Federal revenues	173,398	132,917	132,917	12,693	9.55%
Local revenues	338,191	258,120	258,120	15,198	5.89%
Total revenues	\$ 5,609,601	\$ 5,672,913	\$ 5,672,913	892,126	15.73%
Expenditures					
100 Salaries and wages	\$ 2,572,771	\$ 2,532,146	\$ 2,532,146	176,641	6.98%
200 Employee benefits	695,352	651,967	651,967	37,728	5.79%
300 Purchased services	1,918,964	1,942,704	1,942,704	234,637	12.08%
400 Supplies and materials	426,330	415,457	415,457	50,811	12.23%
500 Equipment	25,785	52,273	52,273	1,818	3.48%
800 Dues and memberships; fees; other expenses	81,612	60,993	60,993	839	1.37%
Scholarship fund expenses - legacy	12,660	9,000	9,000	8,000	88.89%
Total expenditures	\$ 5,733,474	\$ 5,664,539	\$ 5,664,539	510,473	9.01%
Total revenues all funds	5,609,601	5,672,913	5,672,913	892,126	15.73%
Total expenditures all funds	\$ 5,733,474	\$ 5,664,539	\$ 5,664,539	510,473	9.01%
Net income - all funds	\$ (123,873)	\$ 8,373	\$ 8,373	381,653	

**PiM Arts High School
Cash Flow Projection Summary
2024 - 2025 School Year**

Period Ending	Cash Inflows (Revenues)						Cash Outflows (Expenditures)					Cash Balance		
	State Aid Payments	Federal Aid Payments	Local Revenues	Food Service	Prior Year State and Federal Holdback	Line of Credit Draw	Total Receipts	Payroll Expenditures	Other Expenditures	Food Service	Line of Credit Repayment		Total Expenses	
Jul 1													Beginning Balance	\$ 449,520
Jul 31	330,439	-	14,065	-	8,470	-	352,974	147,991	237,195	-	-	385,186		417,308
Aug 31	423,180	-	7,314	249	262,960	-	693,703	130,974	310,283	-	-	441,257		669,754
Sept 30	330,439	-	23,174	-	196,612	-	550,225	172,473	299,572	15,000	-	487,045		732,934
Oct 31	530,439	19,139	23,174	-	147,459	-	720,211	172,473	299,572	15,000	-	487,045		966,100
Nov 30	330,836	-	23,174	15,000	-	-	369,010	172,473	299,572	15,000	-	487,045		848,065
Dec 31	330,439	-	23,174	15,000	-	-	368,613	172,473	299,572	15,000	-	487,045		729,633
Jan 31	330,439	19,139	23,174	15,000	-	-	387,752	172,473	299,572	15,000	-	487,045		630,340
Feb 28	330,836	-	23,174	15,000	-	-	369,010	172,473	299,572	15,000	-	487,045		512,304
Mar 31	694,736	-	23,174	15,000	-	-	732,910	172,473	299,572	15,000	-	487,045		758,170
Apr 30	330,439	19,139	23,174	15,000	-	-	387,752	172,473	299,572	15,000	-	487,045		658,876
May 31	330,836	-	23,174	15,000	-	-	369,010	172,473	299,572	15,000	-	487,045		540,841
June 30	330,439	19,139	23,174	15,000	-	-	387,752	172,473	299,572	15,000	-	487,045		441,548
Totals	4,623,497	76,554	253,120	120,249	615,500	-	5,688,921	2,003,693	3,543,200	150,000	-	5,696,893		

Assumptior 10% State Aid Holdback

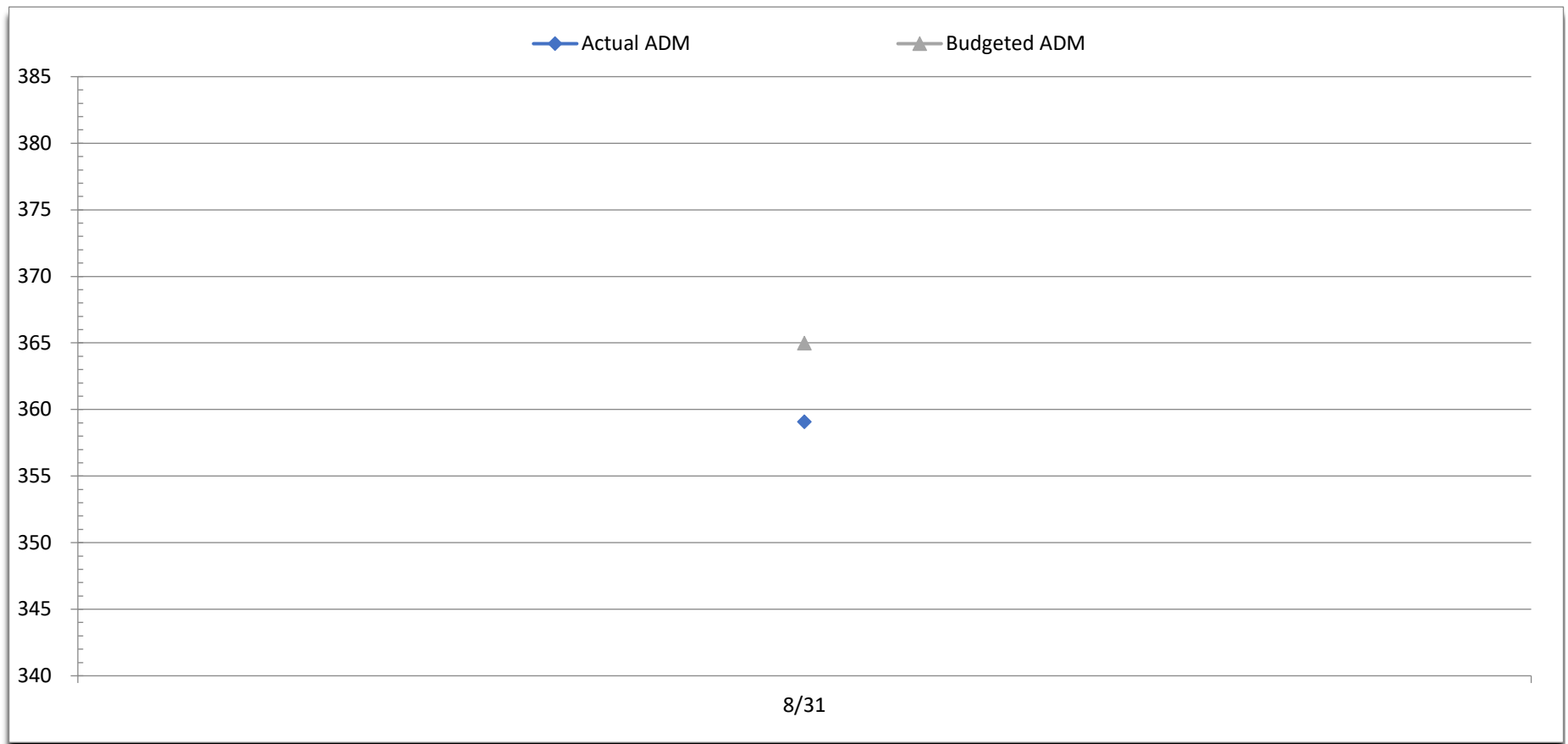
28.45

This cash flow projection is to be used only to show that if we follow our working budget for the year that we will not not encounter cash flow issues and that we will be able to maintain normal operations. It is not meant to be used to accurately predict what expenditures will be incurred in the short-term. Due to the manner in which MDE regulates the funding, abrupt changes may occur in the amounts of the payments. However, the total amount of the state aids should be reasonable given a stable budget.

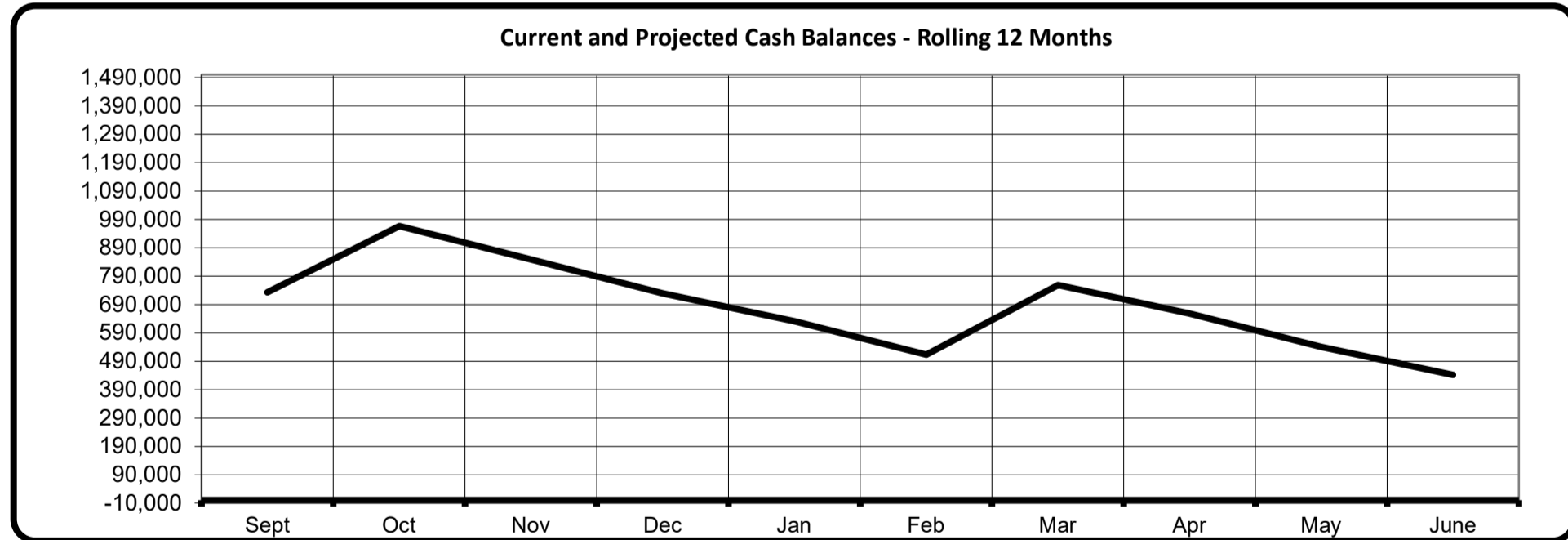
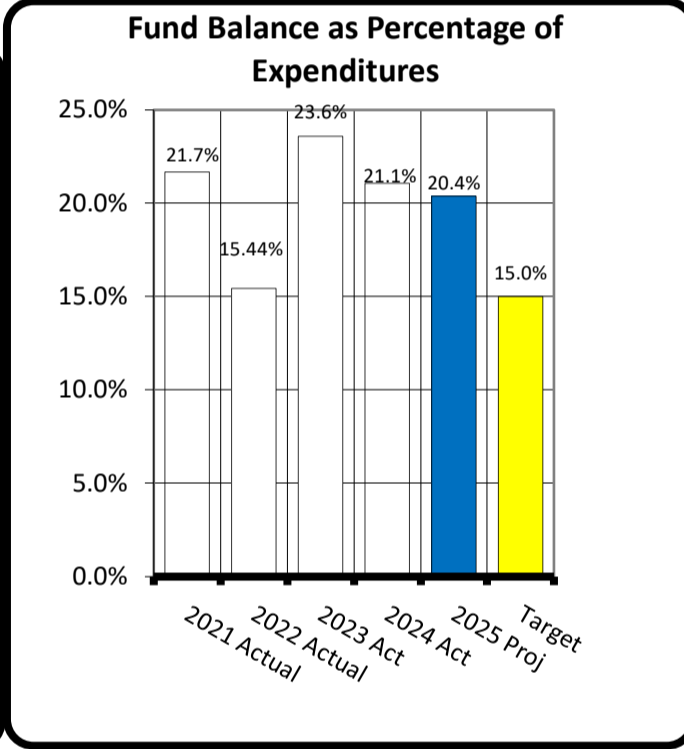
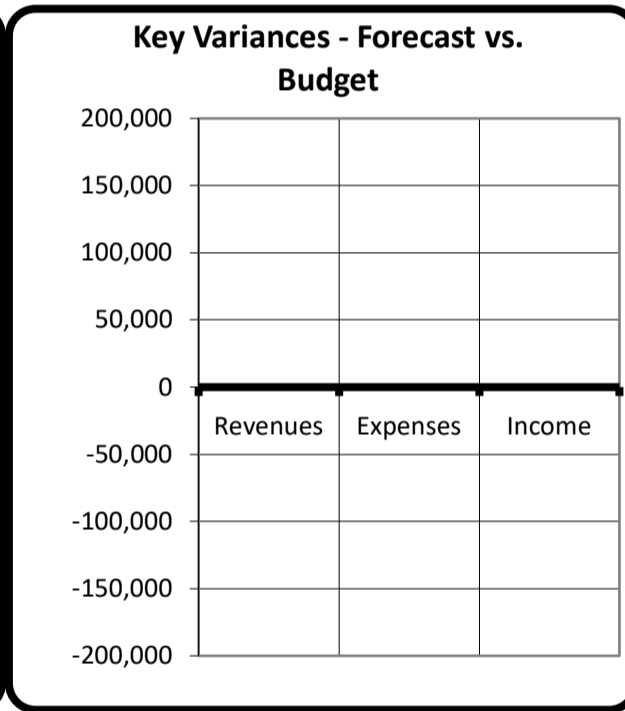
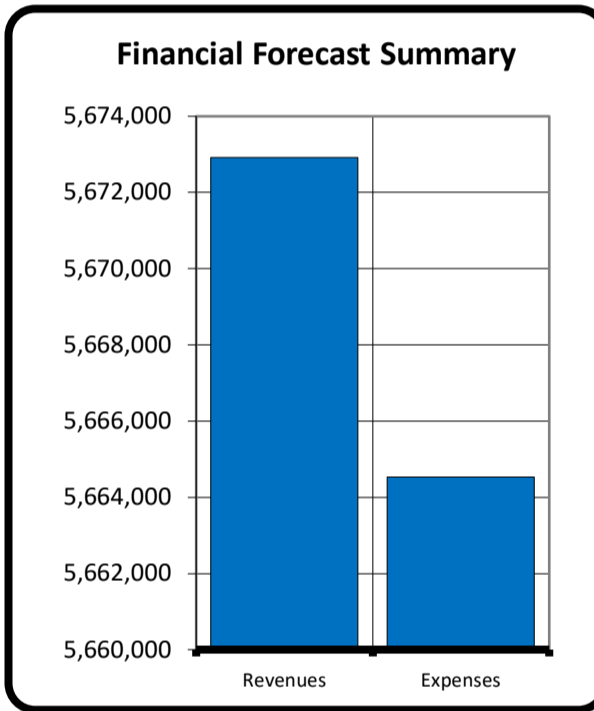
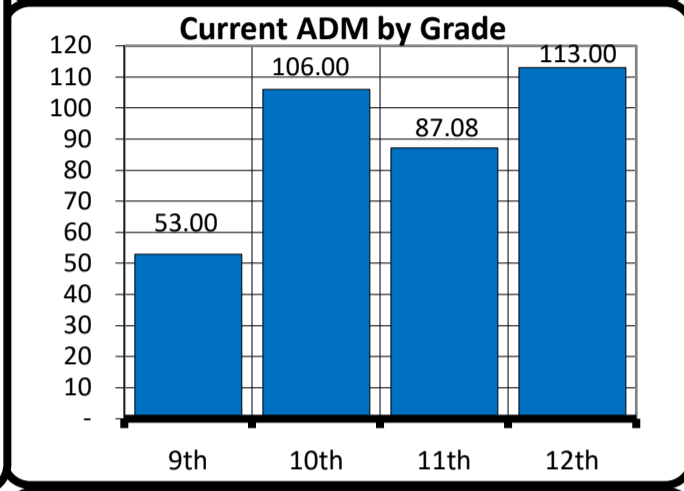
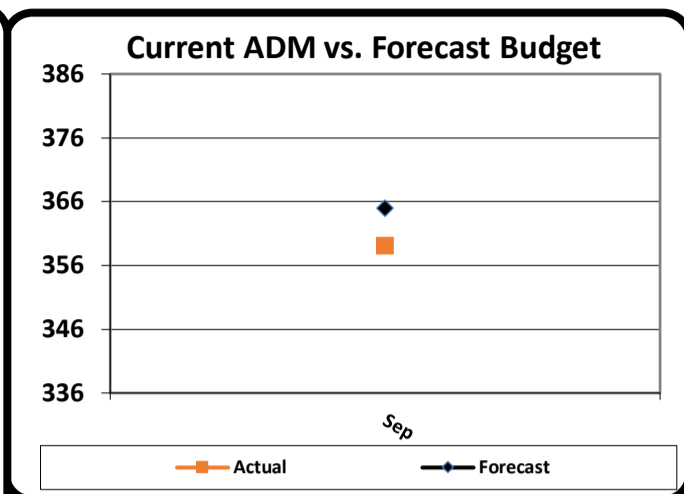
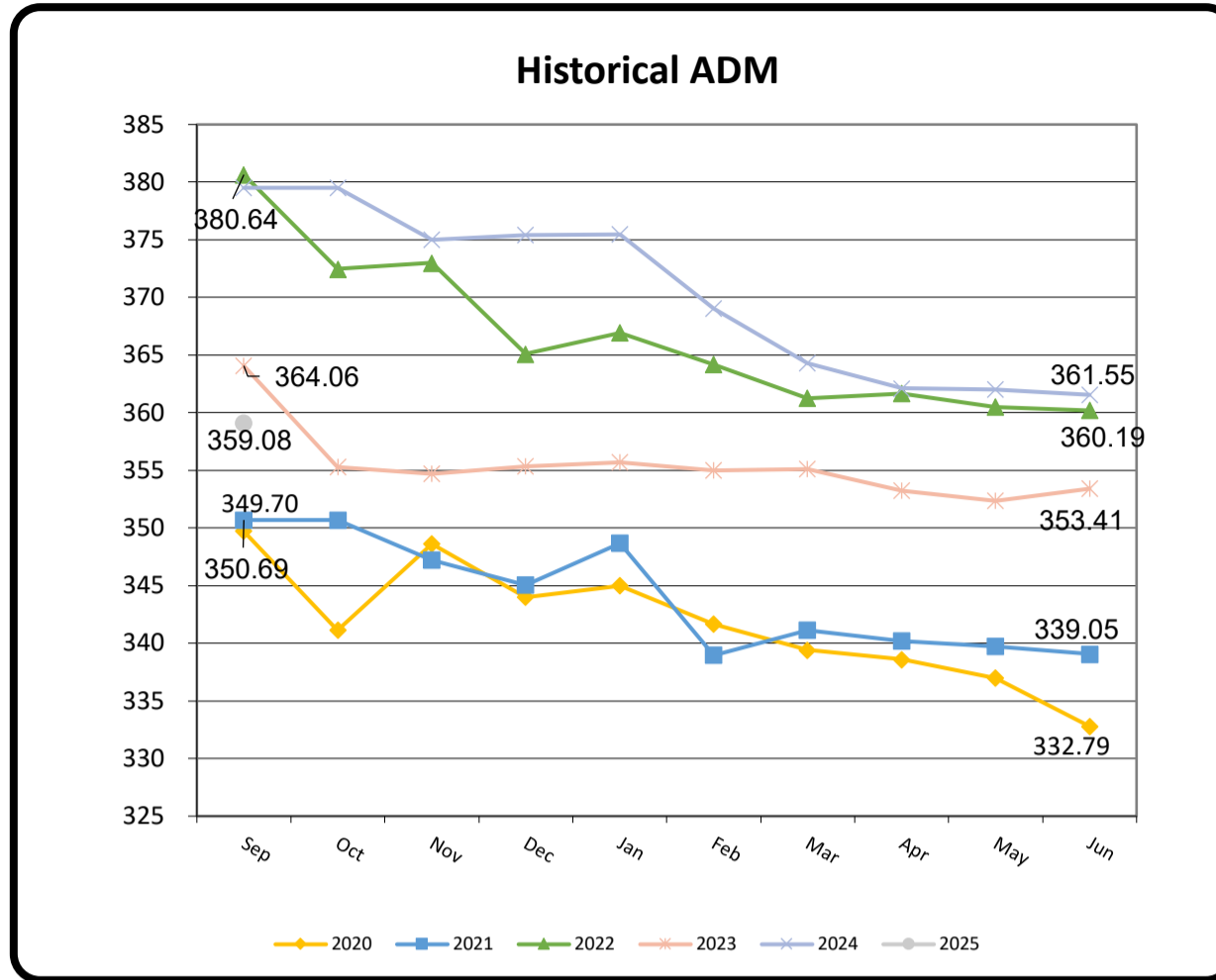
**PiM Arts High School
Eden Prairie, Minnesota
Membership Report
2024 - 2025 School Year**

Actual Average Daily Membership (ADM) Based on MARSS Data Submitted													
	Grade	8/31	9/30	10/31	11/30	12/31	1/31	2/29	3/31	4/30	5/31	6/30	End of Year
	9	53	0	0	0	0	0	0	0	0	0	0	0
	10	106	0	0	0	0	0	0	0	0	0	0	0
	11	87	0	0	0	0	0	0	0	0	0	0	0
	12	113	0	0	0	0	0	0	0	0	0	0	0
Grand Total		359	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	2/29	3/31	4/30	5/31	6/30	End of Year
	9	78	78	78	78	78	78	78	78	78	78	78	78
	10	95	95	95	95	95	95	95	95	95	95	95	95
	11	94	94	94	94	94	94	94	94	94	94	94	94
	12	98	98	98	98	98	98	98	98	98	98	98	98
Grand Total		365	365	365	365	365	365	365	365	365	365	365	365



PiM Arts High School Finance Committee Dashboard - September 2024



Comments - ADM

The Budget Forecast ADM is reflected at 365.00 ADM
Current ADM is 359.08, with 16 Overlaps

Comments - Financial Results and Fund Balance

Total Revenues are forecasted at \$5,672,913 in the Budget Forecast.

Budget Changes	Annual	Monthly	Comments/Explanation of Variance
General Education	\$ -	\$ -	No Change From Original Budget
Q-Comp Aid	-	-	No Change From Original Budget
Endowment Revenue	-	-	No Change From Original Budget
Building Lease Aid	-	-	No Change From Original Budget
Long-Term Facilities	-	-	No Change From Original Budget
State Special Education	-	-	No Change From Original Budget
Federal SPED	-	-	No Change From Original Budget
Federal Title	-	-	No Change From Original Budget
Federal Food Service	-	-	No Change From Original Budget
Other Local Revenues	-	-	No Change From Original Budget
CARES and CRF Funding	-	-	No Change From Original Budget
Totals - Rev Changes	-	-	

Total Expenditures are forecasted at \$5,664,539 in the Budget Forecast.

Budget Changes	Annual	Monthly	Comments/Explanation of Variance
Salaries and Wages	\$ -	\$ -	No Change From Original Budget
Employer-Paid Benefits	-	-	No Change From Original Budget
Purchased Services	-	-	No Change From Original Budget
Supplies and Materials	-	-	No Change From Original Budget
Equipment	-	-	No Change From Original Budget
Dues/ Other Fees	-	-	No Change From Original Budget
State Special Education	-	-	No Change From Original Budget
Federal Sped Expenditures	-	-	No Change From Original Budget
Federal Title Expenditures	-	-	No Change From Original Budget
Federal Food Service	-	-	No Change From Original Budget
CARES and CRF Expenditures	-	-	No Change From Original Budget
Totals - Exp. Changes	-	-	

Total Budget Impact: \$ - \$ -

The Budget Forecast is currently projected to provide for a surplus of \$8,374.
The projected fund balance is 20.4% which is above the targeted level of 15.00%.

Comments - Cash Flow Projections

The school has secured a \$200,000 line of credit with Choice Bank, but is not currently drawing on the line of credit in order to meet it's accounts payable and payroll obligations. Month end balance is \$0

ABC Balances:

Expense Fund: \$21,823.45
Capital Improvement: \$15,592.22
Total: \$37,415.67