PiM Arts High School
Annual Report
October 1, 2018

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Section I: Academic Elements

Mission Statement: PiM Arts High School Pursues Artistic Achievement and Academic Rigor for Every Learner.

Vision Statement: Through a practice of creativity and collaboration each student artist will enter the post-secondary world prepared to lead. Graduates of PiM Arts High School will have a full appreciation of the artistic process and understand how it applies to their lives universally. PiM Arts High School will empower our student artists with the education to positively impact the world.

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 challenge 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 educational and arts field (as formalized by the Arts Schools Network) 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.

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 and artistic growth. 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 hear often 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 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.
Because we have students come from over 25 school districts from all over the metro, all incoming Freshmen take a math placement test to ensure we are placing them in the appropriate level math classes. We continue to finetune how Math happens at PiM (please see Curriculum section 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 lead 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. The Visual Arts has found great success and has doubled in one year. 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.

Academic Achievement:
Testing overview: In the school year 2017-2018, PiM Arts High School students participated in a number of assessments as compelled by the state, our authorizer, and ourselves to evaluate learner progress and teaching effectiveness. The measures in discussion here are achievement indicators of the UST/PiM Arts High School charter accountability plan goals. These measures are the 2018 MCA test results, the 2017-2018 NWEA/MAP tests for median comparison and growth, and the ACT+writing which measures student achievement in national standards.
The PiM Arts High School 2017-2018 test implementation was thorough and consistent. We continued to have high rates of completion. From an administrative standpoint, we will endeavor to put the tests and their results to good use, yet also into perspective. Though PiM Arts High School has shown increases in the NWEA results and goals for growth are different than skill level, we would like to see data in future years which represents stronger growth all-around. We have a fairly strong reading skill-set at PiM Arts High School but still saw lesser growth increases from Fall to Spring in the 10th grade Reading groups.

NWEAs: This year's NWEA results showed decreases in students meeting RIT growth targets in Reading for both grades, which surprised us, but as our students score so well above the national norms, we remain hopeful. Most notably and encouraging, is the fact that we met our growth goal in Math, which we have not done for the last two years. The goal was to increase from 56.5% students meeting their fall to spring individual RIT Growth Projections in Spring 2017 to 58.5% meeting it in the Spring of 2018. We had 60.6%. This is indicative that the new Math initiatives that we have put in place beginning last year are starting to show and we hope the trend continues as these students progress through our curriculum and in their Junior year on the MCA Math test. As noted above, our students are scoring at or above the national median at high percentages. With this, we'd like to note that in Math, we are over in both grades 9 and 10 the Norm grade Level Mean RIT. Our District Level Mean RIT in grade 10 is 241.5- National- 232.1, in Grade 9- 239.9 -National 233. 65.5% of grade 10 and 69.5% of grade 9 students are scoring over the National Norm Grade Level RIT in Math. Though we went down in students meeting projected RIT growth score, we are still well above the national median in both grades. Our District Level Mean RIT in grade 10 is 235.3- National- 221.1, in Grade 9- 232.9 -National 221.4. Also, we need to note that 90% of grade 10 and 86% of grade 9 students are scoring over the National Norm Grade Level RIT in Reading. As a staff, we will look at the student data and determine the content areas that need more development in the classrooms. Moving forward, we will continue to administer Spring NWEAs in Math immediately following a student's completion of their yearly Math course, and will test all students in Reading at the end of the school year to better increase their literacy and reading skills over many courses, and not just in their English course.

MCAs**:** In the Reading MCAs, 70% of the sophomores who completed the test scored proficient or exceeded proficiency in 2018, well above the state's percentage of 59.8%. 63.8% of our students (both proficient and non-proficient) made medium to high growth

according to MDE, since 8th grade tests. The juniors of 2018, as a class, were 29.2% proficient in math with 46% (both proficient and non-proficient) making medium to high growth. These scores are lower than desirable in math and reflect an ongoing concern we have had for the strength of the math programming, especially, provided to students in their 9th to 11th grade years. We are endeavoring to improve student learning and have already started seeing improvement in NWEA Math scores for grades 9-10 with what we have implemented and hope to continue the trend into the MCA's within the next two years. We identify this as the most pressing issue from an academic standpoint. We will be monitoring these indicators and supporting the use of diagnostic test tools and the responsive interventions that the math department is planning. In the Science MCA's, students enrolled in Biology were proficient or exceeded proficiency at 59.4%, over the state's rate of 51.7%. Additional information can be found in MCA reports and *Appendix B.*

ACT+Writing: PiM Arts High School administered the ACT+Writing in accordance with state mandate, on a statewide school day administration. 54 juniors took this test. We are still waiting for the data that compares our performance to the state, but we went up in our Composite Score from the 16-17 school year.

Advanced Placement: Our AP Test participant numbers declined from previous years to 32 total students taking a total of 44 exams. Scores continue to be in line with Minnesota scores, with outstanding scores in Music Theory and AP Calculus A/B. Even with these achievements, we will continue to employ our best practices, and refine aspects of our teaching to see higher scores.

Link to 18-19 Testing Calendar:
https://www.pimartshs.org/2018/07/26/pim-arts-high-school-18-19-test-overview/

Other Academic Goals & Accountability Measures

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.*

Graduation Rate: Our graduation rate for the school year 2016-2017 was 86.2%. We continue to strive to improve this rate.

Mission Specific, School-wide stage performance/exhibition Goal: In the school year ending in June 2018, our Advisors kept records and documented the following to administration: A total of 91% of our students participated in performance/exhibition opportunities.

Attendance: PiM Arts High School's attendance rate for 2017-2018 was 91.2%.

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 formed during the 2017-18 school year and has made 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.

The 2017-2018 parent satisfaction survey took place in May of 2018, and 79 families out of 275 responded, for a response rate of 29%. This is the largest response rate we have experienced, but will continue to work toward a stronger response rate. The responses affirmed the work we do with our student artists, and also informed areas where development or additional communication is needed. The results of the survey can be found in *Appendix D*.

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 15 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 need.

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.

We have purchased curriculum mapping software in 2016 from Curriculum Trak in order to meet our accreditation needs and to improve scope and sequence, and curriculum and standard alignment. All departments began the process of inputting curricula and continue to work on it through this year. Every department is required to map out all courses, beginning with core courses and moving to elective courses. Every course offered at PiM Arts High School will be mapped according to standard alignment. As a school, we are approximately 75% mapped.

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 to meet the increasing student interested in these areas.

With the help of our Special Education Coordinator, the department is working on refining its model to provide and 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.
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 have revamped our advisory curriculum and have become a Ramp Up school. 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.
We continue to work toward improving how Math happens at PiM. We have all incoming Freshmen take an Arts 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 in 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.

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 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 needed overlap in a schedule, or are unavailable yearly. We also find that the loss of learning in Math and Spanish can be great. This makes our school wide student 4-year planning very important.

Professional Development: We have time for professional development embedded into our school year, with teachers meeting in PLC's each Monday. We provide approximately 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. We dedicate a certain amount of funds to the acquirement of resources/readings to support teacher growth. This year we are focusing on differentiation, analyzing, interpreting and using test data to inform instruction, curriculum mapping and alignment, continued arts integration and implementation in the academic classroom and we started the year off with PD from ASCD in Assessments and Differentiation.

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 state purpose of the TDE is to support students in acquiring knowledge and skills while cultivating self-discovery and a love for learning. Main Street'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. Teacher feedback in the Spring of 2016 indicated that our implementation was a success, and the benefits of such a program are obvious.

Innovative Practices

Artistic Partners
We are working to partner actively with leaders in the artistic community. Currently, we have two outstanding artistic partners 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 Karl Flink, is rehearsing in our space and will produce work with our students for performance. Our students will have the opportunity to perform with this amazing company. Having them in the building creates not only an atmosphere of professionalism, it gives our students the signal that we are serious about the arts education we are providing. Trademark Theatre Company lead by Tyler Micheals, one of the most in-demand actors in the Twin Cities, is also in residence as an artistic partner. We will be co-producing work with Trademark and our students will have the opportunity to study and perform with these great actors.

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
will be 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 performance 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 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.

Arts Internship
In 2017-2018, we have added two Arts Internship courses for students seeking the opportunity for real world experience in the professional setting. We have a teacher who finished up the Internship program at Bethel University in order to have the license to teach this course. In 2018-19, the demand was not high enough to run a course, but interested students can still take advantage of an internship opportunity.

Academic Success Plan Meetings
We began holding meetings for student success during the 2016-17 school year, and will continue this practice during the 2018-2019 school year as well. For students who are failing two or more classes for two consecutive weeks, teachers of that student team with parents and administration to meet with the student to form a plan for success. We found these to be effective early interventions for students who did not currently have a 504 plan or IEP in place.

Long Range Planning: We are well on our way to be an arts destination in the South West Metro. We have several organizations offering lessons and classes ranging from Irish Dance to Rock Music. We will continue to expand our offerings, working to draw students to the school as the ultimate goal. Our near term efforts are to get as many people in the space to see the possibilities of going to school at PiM. We are working to develop student feeders through our evening activities and performances. Enrollment growth is the most important area we will continue to focus on during the 2018-19 school year. Looking out 3-5 years, we are working toward an enrollment of 450-500 students. Viewing the growth we are seeing in Visual Arts, we will need to evaluate priorities in terms of next steps in the facility. Our goal will be to provide optimal artistic space for all of our arts areas.

Section II: 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.

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

School Management and Administration: PiM Arts High Schools' administrative structure consists of a strong team of individuals who 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. 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 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 Communications and Development Director, and Rachel Brady is leading our outreach efforts. This team-based leadership structure has provided stability in the learning environment and 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 is currently enrolled in a Master's of Educational Leadership program at Saint Mary's of Minnesota and is halfway complete. The Executive Director initiates conversations around goal setting for the Admin Team.

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 move forward. In terms of operation, we are able to rely on the strength of outside collaborators including Royal Cuisine Food Service, BergenKDV for financial guidance and oversight, Universal Services for janitorial and maintenance, and MTI 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 are strengths in terms of building a healthy student body in terms of ADM. Our Board of Directors continue to grow and evolve into an effective governing body. Our board has a diverse collection of competencies. The board's efforts to create an active slate of committees is a current focus with the potential to have positive impact on the school's overall effectiveness.

The Board and administration through the annual strategic planning process has identified financial stability, visibility in a competitive market, academic outcomes, and drawing/maintaining on-mission students as our primary challenges. Future plans include creating appropriate artistic space for all of our programs.

Student Enrollment and Admissions Trends: PiM Arts High School serves high school students in grades 9-12. Our current enrollment as of September 24, 2018 is 317 students. We had our strongest enrollment effort to date, with unparalleled interest in shadowing, information sessions, and enrollments submitted by potential students. We added 143 new students for the 2018-19 school year. Our new Media Arts and Visual arts programs are

demonstrating strong growth in year two, adding 60 new students in these two programs alone. 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.*

Community Connections and Partnerships: PiM Arts High School continues to seek out and create connections with organizations and individuals who can add value and depth to their high school experience. We have made a focused effort to bring in guest artists to work with our students this 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 K.*

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, engages in strategic planning as well as overseeing the budget. A listing of board members can be found in *Appendix I.*

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, 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 trainings from BergenKDV.

Section III: Financial Elements

Current Financial Position: The current enrollment is 317 with an ADM of 312. An updated budget and budget projections are included in *Appendix J* 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 310 students. We will be making adjustments to keep the budget inline with actual ADM figures. The finance committee and board will continue to closely monitor student numbers as it impacts the budget for FY18. We are maintaining a fund balance of 4.3%, with a policy to reach our goal of a 15% fund balance.

Previous year ADM Analysis: We had a target ADM of 300 students last year, and opened the building in the fall of 2017 with an ADM of 284. We ended the year with a n ADM of

276. This difference in student numbers lead directly to the deficit budget we experienced in FY2018.

Average Cash on Hand: We had an average of 28 days cash on hand.

Audit Results: PiM Arts High School received an unqualified audit for 2017 Fiscal Year. The audit for the 2018 fiscal year is underway and will be submitted to St. Thomas and MDE by the December 31 deadline.

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.

Awards: PiM Arts High School won the MDE Finance Award for the 2018 fiscal year. We had one student receive a commendation for National Merit Scholar.

Mission

PiM Arts High School pursues ***Artistic Excellence*** and ***Academic Rigor*** for ***Every Learner***.

Vision

Through a practice of creativity and collaboration each student artist will enter the post-secondary world prepared to lead. Graduates of PiM Arts High School will have a full appreciation of the artistic process and understand how it applies to their lives universally. PiM Arts High School will empower our student artists with the education to positively impact the world.

Values

I. Arts-infused curriculum is a valuable method in developing citizens who are creative, communicative, collaborative, and curious.
II. A rigorous arts and academic curriculum that meets and challenges all student-artists is critical to student growth.
III. Multiple perspectives create open-minded learners who cultivate a positive society for life.
IV. A supportive, rewarding, and collaborative workplace builds a strong educational community.
V. A safe and welcoming school environment creates a space where each student can find success.

Challenges

A. Financial Stability
B. Visibility in a competitive market
C. Academic outcomes
D. Drawing and maintaining on-mission students

Strategies

1. Increase student enrollment and retention
2. Increase donorship and visibility
3. Enhance academic outcomes for students
4. Enhance arts programming
5. Develop the Performing Institute of Minnesota as the go-to arts venue in the Southwest Metro

Strategic Detail

1. Increase Student Body Size
   - 1.1 Fully leverage current successful recruiting methods
   - 1.1 Continue to evolve program offerings to meet the needs of today's student artist
   - 1.3 Create a culture and climate supportive of all student-artists
   - 1.4 Increase student and parent satisfaction measured through yearly survey data
   - 1.5 Consider programmatic options that result in student number growth

2. Increase donorship and visibility
   - 2.1 Develop comprehensive approach to fundraising including public and private donations
   - 2.2 Create campaign that spreads awareness of school and venue
   - 2.3 Increase grant writing and corporate connections
   - 2.4 Encourage and recognize donation through tiered donation program
   - 2.5 Offer space and opportunity to artistic organizations
   - 2.6 Communicate alumni success

3. Enhance Student Outcomes
   - 3.1 Attain 90% graduation rate by 2020
   - 3.2 Improve state testing outcomes to be competitive with area schools
   - 3.3 Benchmark academic program offerings with other successful schools of our size and demographic

4. Enhance Arts Programming
   - 4.2 Improve technical support to performance
   - 4.3 Engage best-practice teaching approach in all arts areas
   - 4.4 Cultivate Masterclass/Guest artists
   - 4.5 Benchmark arts programs with other art school exemplars

5. Develop the Performing Institute of Minnesota
   - 5.1 Create unique identity for the Institute
   - 5.2 Foster community arts outreach program
   - 5.3 Host arts events that elevate the stature of the Institute
   - 5.4 Produce unique professional artistic events
   - 5.5 Build out a main stage performance space

PiM Arts High School will be in a facility that honors and supports the artistic values central to growth of each student artist. By 2021, PiM Arts High School will enroll 425 students in Music, Theatre, Dance, Music Theatre, and Media Arts. PiM Arts High School will continue to demonstrate academic growth measured by state and national measurements and graduation rate. We will achieve a balanced budget and meet all of our financial obligations.

NWEA Reporting Template

NWEA % At or Above National Median – Reading					NWEA % At or Above National Median – Math			
	# of Students Tested, Spring	% At or Above National Median	# At or Above National Median			# of Students Tested, Spring	% At or Above National Median	# At or Above National Median
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	59	86.4%	51		Grade 9	59	69.5%	41
Grade 10	52	90.3%	47		Grade 10	58	65.5%	38
Grade 11					Grade 11			
Grade 12					Grade 12			
Overall					Overall			

NWEA % Meeting RIT Growth Goals – Reading					NWEA % Meeting RIT Growth Goals – Math			
	# of Students Tested, Fall & Spring	% Meeting Goal	# meeting Goal			# of Students Tested, Fall & Spring	% Meeting Goal	# meeting Goal
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	53	47.1%	25		Grade 9	54	64.48%	35
Grade 10	51	49%	25		Grade 10	55	56.3%	31
Grade 11					Grade 11			
Grade 12					Grade 12			
Overall					Overall			

MCA Proficiency Template

Percent Meeting or Exceeding on MCA Reading 2017-2018 School Year			
	# of Students Tested	Percent Meeting	Percent Exceeding
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 10	60	46.7%	23.3%
Overall			

Percent Meeting or Exceeding on MCA II/III Math 2017-2018 School Year			
	# of Students Tested	Percent Meeting	Percent Exceeding
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 11	65	21.5%	7.7%
Overall			

MCA Growth Template

Percent Growth on MCA III Math, SY2017-18		
	# of Students	% In Each Category
%Not Prof, High Growth	2	4%
%Not Prof, Med. Growth	8	16%
%Not Prof, Low Growth	11	22%
%Prof, High Growth	3	6%
%Prof, Med. Growth	10	20%
%Prof, Low Growth	16	32 %
TOTAL*	50	100%
*May not add to 100% due to independent rounding.		

Percent Growth on MCA III Reading, SY2017-18		
	# of Students	% In Each Category
%Not Prof, High Growth	7	14.9%
%Not Prof, Med. Growth	3	6.4%
%Not Prof, Low Growth	5	10.6%
%Prof, High Growth	7	14.9%
%Prof, Med. Growth	13	27.7%
%Prof, Low Growth	12	25.5%
TOTAL*	47	100%
*May not add to 100% due to independent rounding.		

PiM Arts High School
ACT Reporting Template

PiM Arts High School Spring 2018 ACT Subject Area average test scores and percentages of tested juniors who attained the benchmark score or higher. 54 students tested.

Spring 2018 Data

Subject Area	2018 PiM Average Test Scores	2017 State Average*	Benchmarks	Percentage of PiM students who attain benchmark or higher.
Reading	24.3	21.8	22	80%
English Composition	21.6	20.4	18	65%
Mathematics	19.8	21.5	22	28%
Science	21.9	21.6	23	37%
Composite	22	21.5	N/A	24% met all 4 benchmarks

* **2018 State Average Data Not Available**

5th Block Activities - Quarter 1 **Appendix C**

Chamber Ensembles

Description: This activity will focus on organized small groups--string trios/quartets, saxophone quartet, woodwind/brass quartet.
Advisor: Mr. Thomson (chris.thomson@pimartshs.org)
Meetings: Tuesdays after school in the Instrumental Room (156)

Dance Company

Description: Challenges students artistically, to work and conduct themselves in a professional manner with opportunities to work with community artists and/or to work within the community.
Advisor: Ms. Ciganko (lciganko@pimartshs.org)
Meetings: Wednesdays & Thursdays after school in Studio C (164)

Fall Dance Production

Description: Participation will provide artistic rigor and excellence, creativity and collaboration, and leadership experiences.
Director/Advisor: Ms. Ciganko (lciganko@pimartshs.org)
Rehearsals: Tuesdays-Thursdays after school in Dance Studios

Fall Theatre Production - "Comedy of Errors"

Director: Mr. Leaf (wleaf@pimartshs.org)
Rehearsals: Tuesday-Fridays in The Loading Dock Theatre (144)

Media Arts Army (MARMY)

Description: Photograph and make films of PiM performances and help host photo shoots, make short films and edit using Photoshop and Adobe Premiere.
Advisor: Mr. Raasch (john.raasch@pimartshs.org)
Meetings: Tuesdays, Thursdays and as needed in the Media Arts Room (127)

National Honor Society (NHS)

Description: Participation will provide academic rigor, community engagement, and collaboration.
Advisor: Ms. Schauwitzer (cschauwitzer@pimartshs.org)
Meetings: Wednesday mornings before school in Main Office Conference Room

National Honor Society for Dance Arts (NHSDA)

Description: Leadership, community service, creating and sharing the artistic process and dance to the larger community.
Advisor: Ms. Ciganko (lciganko@pimartshs.org)
Meetings: Tuesdays after school in Studio C (164)

Prom Committee

Description: Engage in school by planning and executing the 2018-2019 Junior/Senior Prom experience.
Advisor: Ms. Piner (gpiner@pimartshs.org)
Meetings: Thursdays during Advisory throughout the school year in Ms. Piner's Office

Steel Drums

Description: Come and learn to play the steel pan in a fun, friendly, and very professional environment.
Advisor: Mr. McFarlane (mmcfarlane@pimartshs.org)

Meetings: Thursdays after school in the Instrumental Room (156)

Student Ambassadors

Description: Represent the school by welcoming potential students, greeting at performances, sharing your experience at monthly Information Sessions, and assisting with New Student and Freshmen Orientations. Must be a junior or senior.
Advisor: Ms. Montgomery (tania.montgomery@pimartshs.org)
Meetings: 3rd Monday of each month after school in various locations

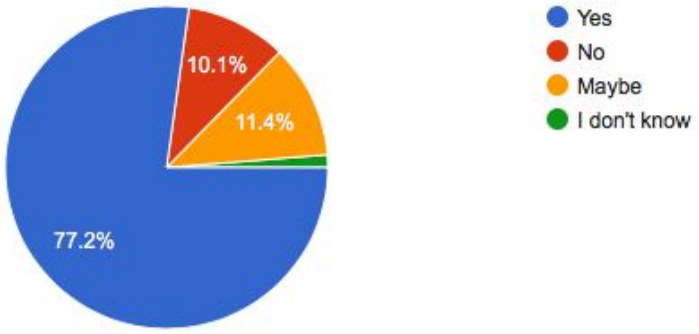
Vocal Jazz Ensemble

Description: Vocal Jazz is a challenging, and rewarding art form that is American in essence. This will enrich our students' ensemble skills as well as their ability to sing a wide variety of genres. Additionally, it will be a place for students to feel a strong sense of community in a small ensemble.
Advisor: Mr. Deignan (james.deignan@pimartshs.org)
Meetings: Thursdays in the Vocal Room (155)

PiM Arts High School 2017-18 Parent Survey

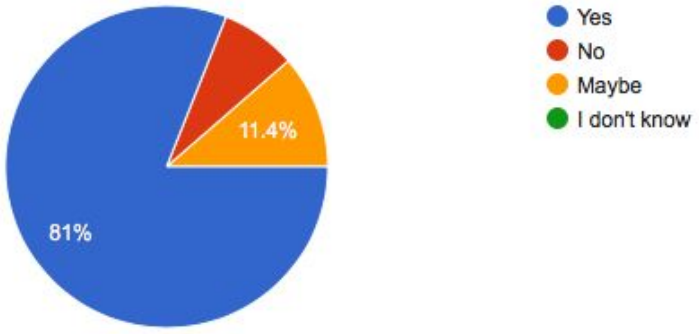
The school's activities and operations are consistent with its mission.

79 responses



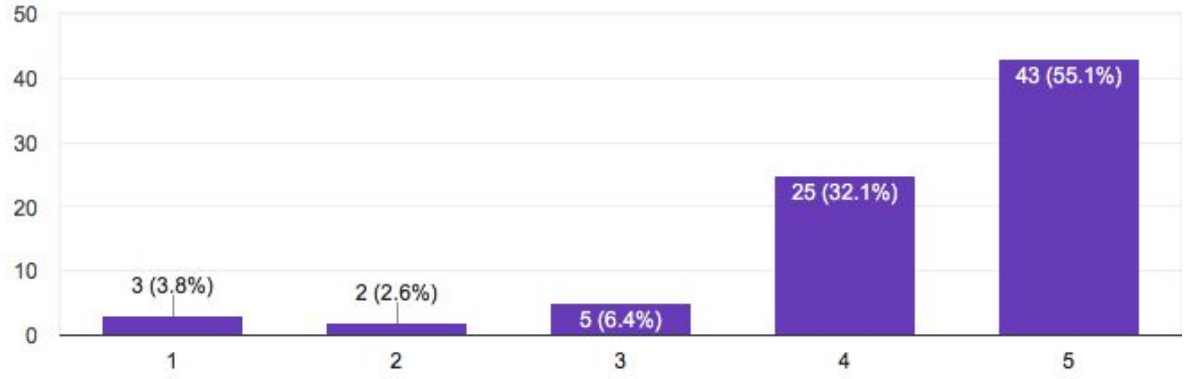
The school creates a structured environment that includes expectations and outcomes for students.

79 responses



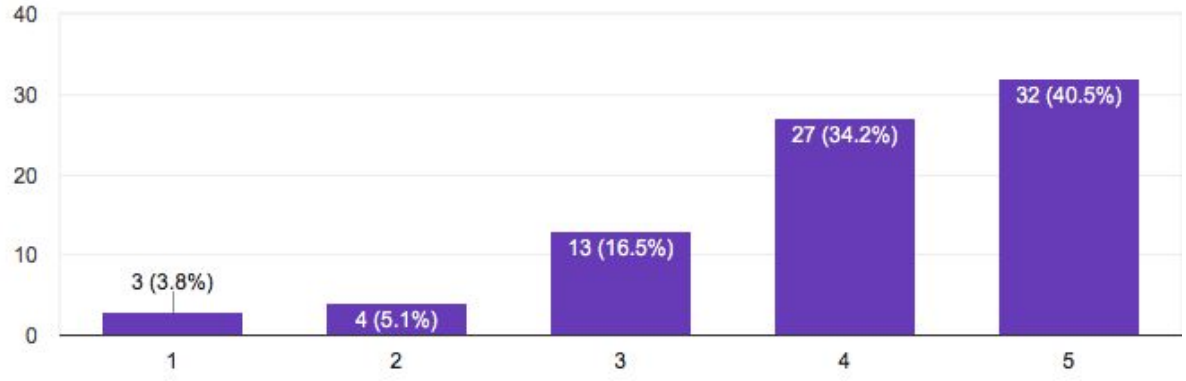
PiM creates a safe environment for students

78 responses



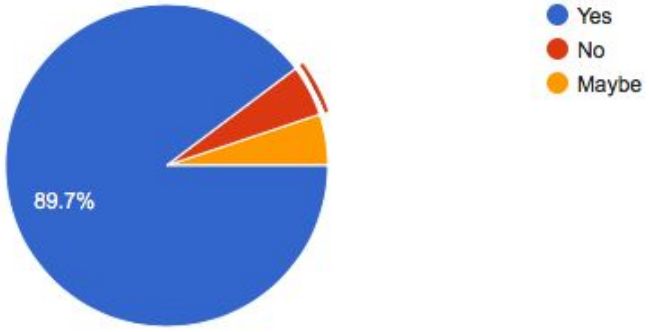
My child's academic needs are being met.

79 responses



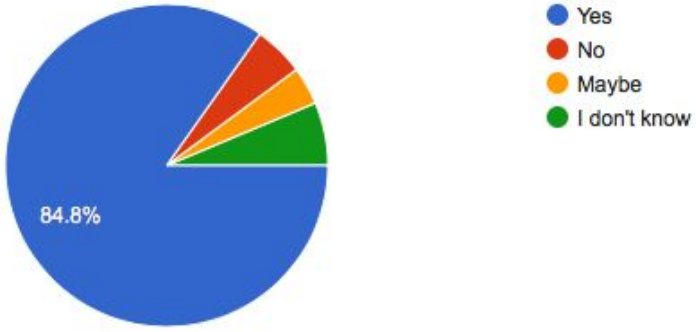
I know how to check in on my student's academic progress.

78 responses



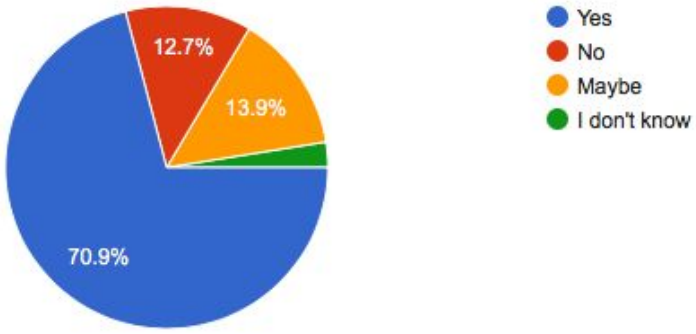
My child has at least one adult advocate in the building.

79 responses



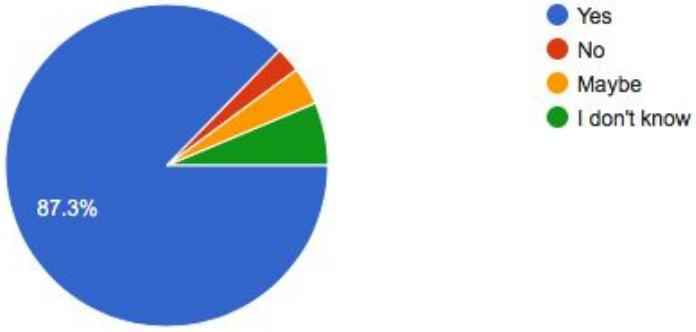
My child experiences high expectations for learning while at school.

79 responses



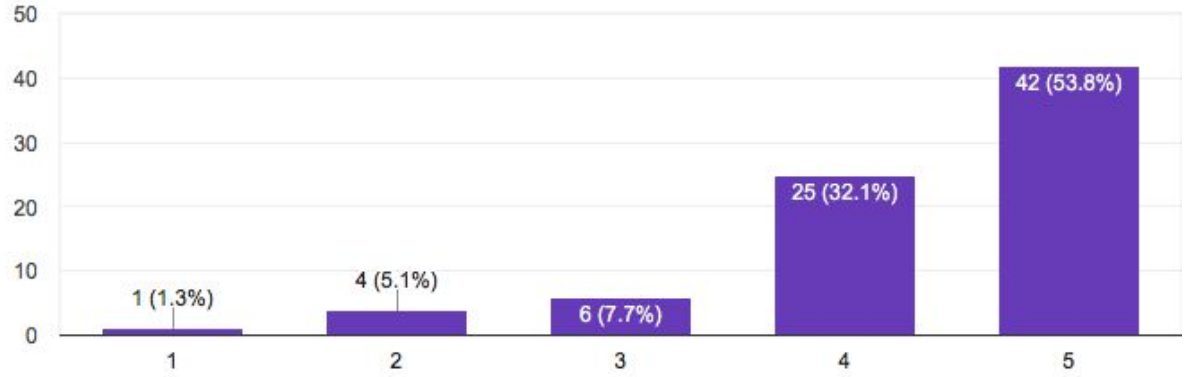
My child has access to support services.

79 responses



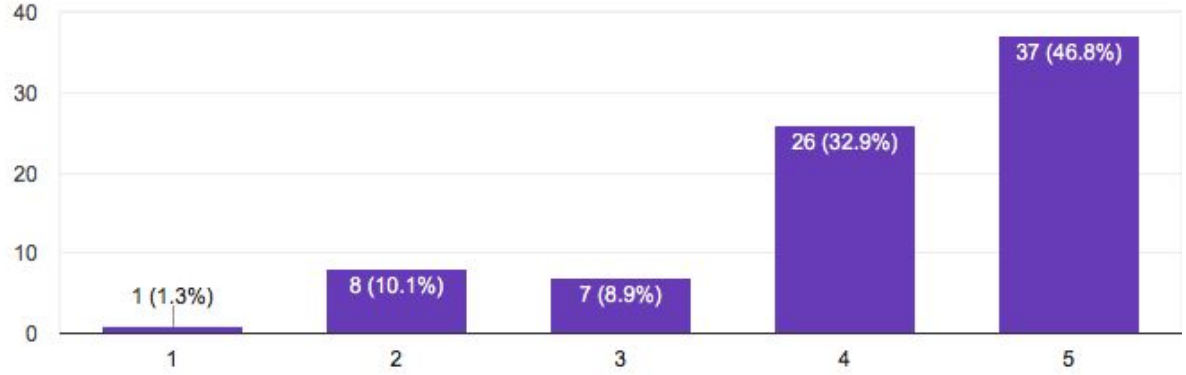
Our school provides qualified staff members to support learning.

78 responses



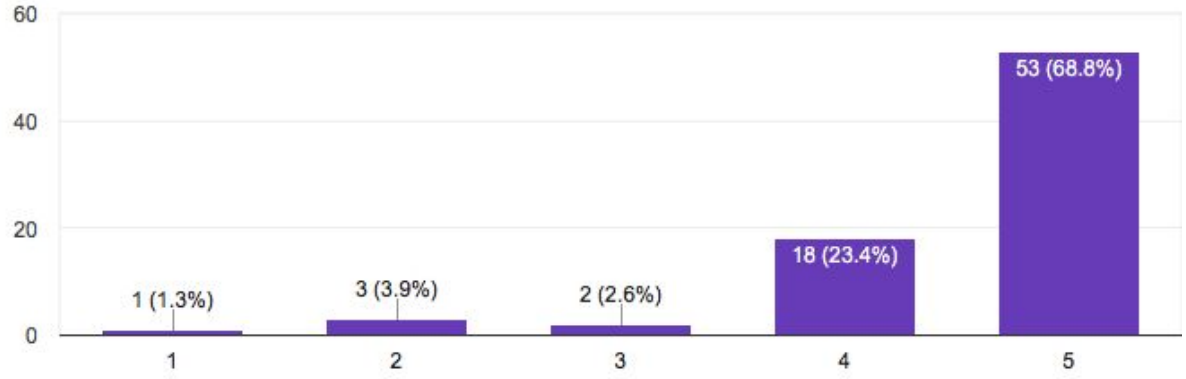
I am satisfied with the academic programming my student experiences (math, science, language arts, social studies, etc.)

79 responses



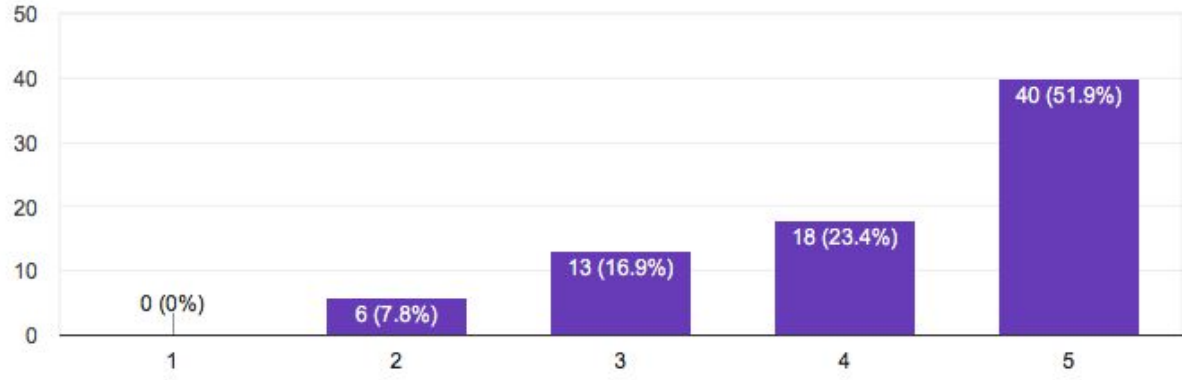
I am satisfied with the arts programming my student experiences.

77 responses



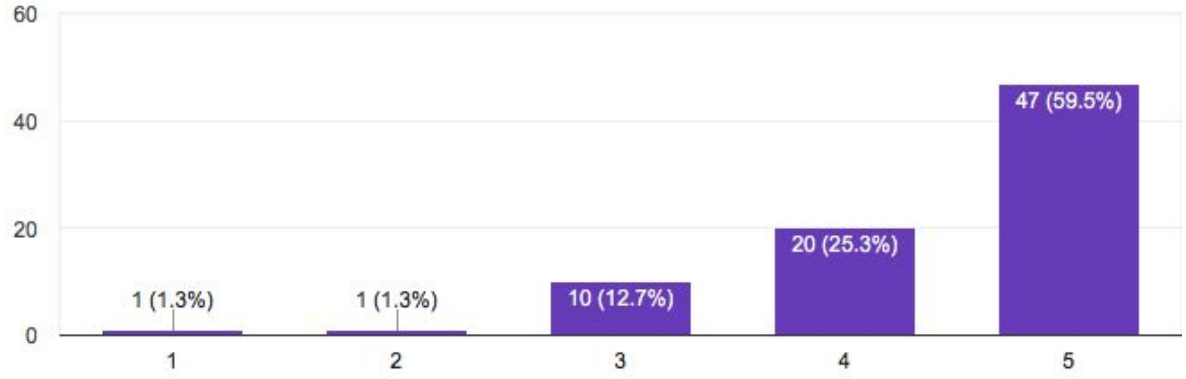
PiM provides support for students exploring their options after high school.

77 responses



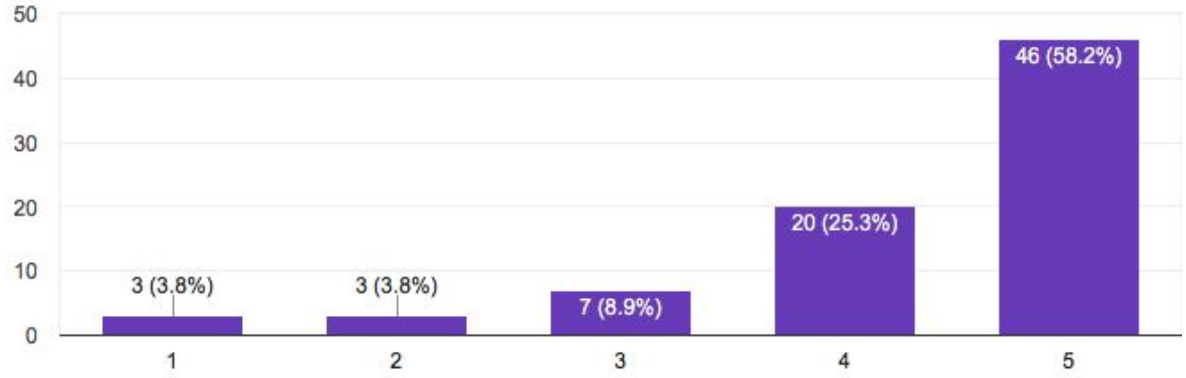
The teachers in this school form strong relationships with my child.

79 responses



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

79 responses



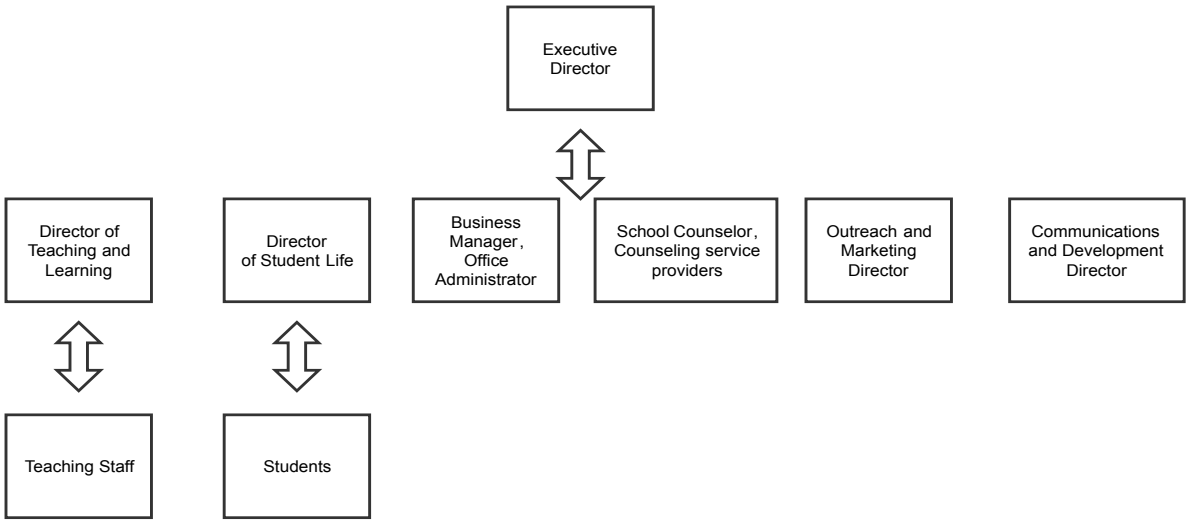
Appendix E

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

Teacher Name	File Number	Subject(s) Taught	Grade(s) Taught	SY2017	Returned/New SY 2018-2019	Additional Licensure Notes
Lara Ciganko	439985	Dance	9-12	Yes	Returned	
Rachel Charles	485760	Dance	9-12	Yes	Not Returning	
JohnMark Hostetler	483900	Dance	9-12	Yes	Not Returning	
Rachel Brady	505822	Theatre	9-12	No	New	
Rachel Mollick	428632	Music, vocal & classroom	9-12	Yes	Not Returning	
Stephen Mollick	429668	Music, vocal & classroom	9-12	Yes	Returned	
Solomon Parham	438954	Music, instrumental & classroom	9-12	Yes	Returned	
Christopher Thomson	383614	Music, instrumental & classroom	9-12	Yes	Returned	
Louisa Cadwell	462654	Theatre	9-12	Yes	Not Returning	
William Leaf	416772	Theatre	9-12	Yes	Returned	
Robert Thompson	437920	Theatre	9-12	Yes	Returned	
Pat Benincasa	342922	Visual Arts	9-12	Yes	Returned	

John Raasch	412406	Media Arts	9-12	Yes	Returned	
Austen Edman	489803	Language Arts	9-12	Yes	Not Returning	
Tyler Flory	454533	Language Arts	9-12	Yes	Returned	
Sarah Omernik	431308	Language Arts	9-12	Yes	Returned	
Jennifer Harding	409095	Social Studies	9-12	Yes	Returned	
Joanna Jenniges	477756	Social Studies	9-12	Yes	Returned	
Timothy Robinson	469443	Social Studies	9-12	Yes	Not Returning	
Elizabeth Klun	442048	Spanish	9-12	Yes	Returned	
James Deignan	491170	Music	9-12	No	New	
Christopher Mortika	413341	Math	9-12	Yes	Returned	
Rebeccah Thompson	493408	Math	9-12	Yes	Returned	In process
Cecilia Zissis	491826	Math	9-12	Yes	Not Returning	
Julia Erickson	495989	Math	9-12	Yes	Not Returning	1st Biology Variance
Ellen Klemme	488822	Science, physics & chemistry	9-12	Yes	Returned	Taking Physics Licensure test in 2018
Timothy Popp	440593	Science, biology	9-12	Yes	Returned	Also earth science and chemistry
Natasha Pasch	493489	SpEd	9-12	No	New	
Paul Johnson	420740	SpEd	9-12	Yes	Returned	
Laura Pfandler	439996	SpEd	9-12	Yes	Returned	
Peter Soulen	480987	SpEd	9-12	Yes	Returned	

Sam Stoffel	996200	SpEd	9-12	Yes	Returned	NLCE License, working toward licensure
GaVae Piner	449163	Counselor	9-12	Yes	Returned	
Cassy Schauwitzer	420932	Language Arts	9-12	Yes	Returned	
Matthew McFarlane	415582	Executive Director	9-12	Yes	Returned	
Michael Fabisch	490290	Social Studies	9-12	Yes	Returned	NCLE License, enrolling in licensure program
Rebecca Johannsen	478845	Visual Arts	9-12	No	New	
Anna Dupay	504840	Science	9-12	No	New	
Mary Ann Bradley	050800	Dance	9-12	No	New	
Cassie Cole	050100	Language Arts	9-12	No	New	
Krista Paster	060219	Spanish	9-12	No	New	
Tristen Sima	506013	Math	9-12	No	New	
Ben Severns		Media Arts	9-12	No	New	Submitted for Tier II licensure


Executive Director
Director of Teaching and Learning
Director of Student Life
Business Manager, Office Administrator
School Counselor, Counseling service providers
Outreach and Marketing Director
Communications and Development Director
Teaching Staff
Students

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*

17-18 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	63	13	13	61	50
10	68	10	16	64	54
11	75	15	21	69	62
12	81	2	8	75	3
Total	287	40	58	269	169

PiM Arts High School Student Enrollment Procedures

1. **Student** fills out and submits enrollment form (found online under enrollment) which is sent directly to the Office Administrator, who follows up with the family.

2. **Office Administrator** sends out a letter and an e-mail indicating that
    a. the enrollment form has been received
    b. PiM Arts High School requests the submission of the following forms, but not required for admission:
        i. medical form (attached to letter)
        ii. student health history (attached to letter)
        iii. emergency contact form (attached to letter)
    c. The deadline for having complete enrollment materials in is the second Friday in March.
    d. Summary of the Lottery procedure:
        i. Completed enrollments received after the school's enrollment cap of 500 full-time students has been reached will be drawn by lot.
        ii. Enrollments completed and received after the enrollment deadline are placed in the lottery. If enrollment subsequently drops below 500 full-time students, new students will be drawn by lottery and notified of their acceptance within three days of the occurrence of the opening.
    e. Office Administrator will assign a time and date for the arts placement workshop. The workshop must be completed before class registration.

3. If a student has submitted the enrollment form but has *not* completed the other forms within a week, the Office Administrator will send a second request for forms via email or by phone and document the date of contact and the outcome.

4. Once all enrollment materials have been received, an arts placement is scheduled by/with the Office Administrator, who will request transcripts and a current schedule of classes. Upon completion of the arts placement, the student is entered into Infinite Campus by the Director of Student Life and the School Counselor completes registration.

5. If students are enrolling for the following school year, a letter will be sent to the parents by March 15, indicating the student's enrollment status and asking for confirmation that the student is still interested in attending. The enrollment statuses are:
    a. Accepted for the next school year
    b. In the lottery to be held within two weeks of the enrollment deadline
    c. On the waiting list to be accessed at the end of the lottery.

6. The Office Administrator will contact parents of next-year students who have not responded after to verify interest.

7. Office Administrator will maintain a spreadsheet tracking enrollment indicating students who have dropped and/or added during the previous month and the reasons given for dropping.

Updated September 12, 2012
Revised August 21, 2017

Adopted: June, 2011 *PiM Policy 505*

Revised: June 2015 *Orig. 2011*

505 Admissions Policy

[Note: The provisions of this policy complies with Minnesota statute]

I. PiM Arts High School is a tuition-free public charter school, committed to cultivating and challenging each learner's intellectual and expressive potential in a rigorous academic and artistic setting.

II. PiM Arts High School does not discriminate on the basis of race, creed, color, sexual orientation, disability, national or ethnic origin in its educational program, admissions or employment, or any other program offered by the school.

III. Registration is open to all students entering grades nine through twelve. Among new applicants, preference will be given to eligible siblings of current students.

IV. PiM Arts High School is limited by the size of the building, therefore enrollment is capped at 500 full-time students. Should enrollment exceed 500 full time students, a waiting list is established. If enrollment subsequently drops below 500 students, new students will be drawn by lottery and notified of their acceptance within three days of the occurrence of the opening.

Appendix I

Name	Date Seated	Term End	Term	Position	Type	Expertise	Email	Phone	Attendance rate	Governance Training	Employment Training	Financial Management	Ongoing
Laura Pfandler	August 2018	2-July 2020	2	Vice-President	Director	Education, Special Education	laura.pfandler@pimartshs.org	952-224-1372	100%	75%	October 2017	October 2017	
Joanna Jenniges*	August 2017	1-July 2019	1	Director	Teacher	Social Studies	joanna.jenniges@pimartshs.org	952-224-1364	100%	October 2018	October 2018	October 2018	
Cheryl Gunness	August 2017	1-July 2019	2	Treasurer	Community Member	Eductional Programming	cheryl.gunness@pimartshs.org	612-801-3180	0%	UST, 2009	UST, 2009	BKDA, Jan 2016	
Ed Wilms	August 2018	2-July 2020	3	President	Community Member	Architecture	ed.wilms@pimartshs.org	612-202-1786	100%	UST, Fall 2014	UST, Fall 2014	BKDA, Jan 2016	
Elizabeth Klun	August 2018	2-July 2020	2	Director	Teacher	Education, World Language	eklun@pimartshs.org	952-224-1368	0%	UST August 4, 2015	UST August 4, 2015	BKDA, Jan 2016	
Kevin Klein	August 2017	1-July 2019	1	Director	Parent	Arts Leadership	kevin.klein@pimartshs.org	612-269-8369	100%	October 2017	October 2017	BKDV Feb 2018	
Jenny Harding	August 2018	2-July 2020	1	Director	Teacher	Education, Social Studies	jennifer.harding@pimartshs.org	952-224-1379	100%	October 2012	October 2012	BKDA Jan 2012	
Bonnie Meyer	August 2017	1-July 2019	1	Director	Community Member	Business	bonnie.meyer@pimartshs.org	612-210-6630	0%	October 2017	October 2017	BKDV Feb 2018	
Stu Silberman	August 2018	2-July 2020	1	Director	Parent	Development	stu@pimartshs.org	952-923-7150	100%	October 2018	October 2018	October 2018	
Steve Mollick	August 2018	2-July 2020	1	Secretary	Teacher	Education, Music	smollick@pimartshs.org	952-224-1353	100%	October 2018	October 2018	October 2018	
John Raasch	August 2018	2-July 2020	1	Director	Teacher	Education, Media Arts	john.raasch@pimartshs.org	952-224-1373	100%	October 2018	October 2018	October 2018	
*Jenniges completing Robinson's term								# meetings held	1				

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

August 31, 2018
Financial Statements

Fiscal Year 2018 Based on Preliminary, Unaudited Data

Prepared by:
Dustin J. Reeves
Financial Manager
September 7, 2018
berganKDV

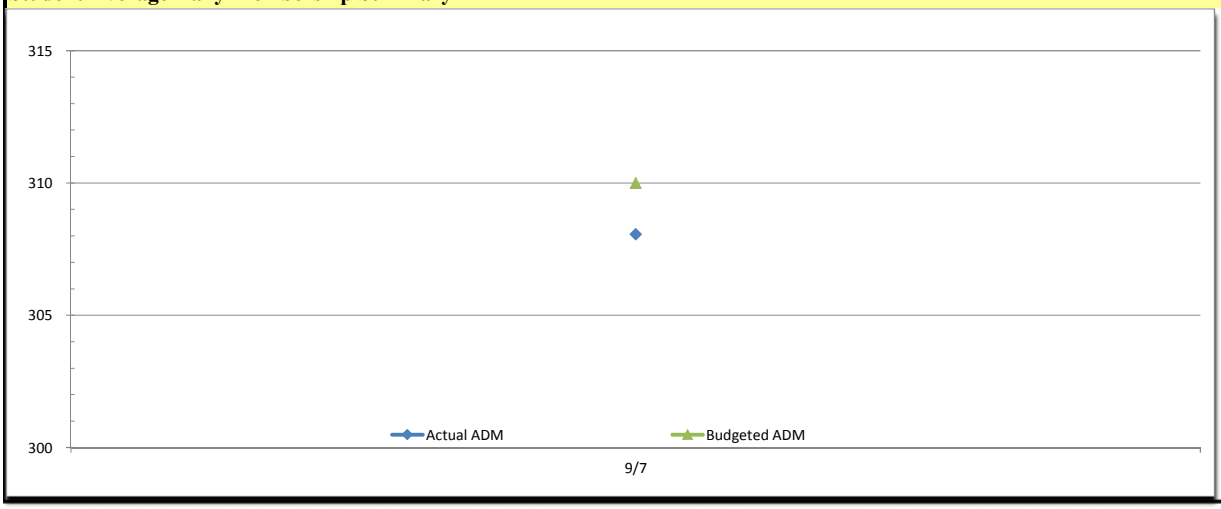
PiM ARTS HIGH SCHOOL

PiM Arts High School
Eden Prairie, Minnesota
Executive Summary
As of August 31, 2018

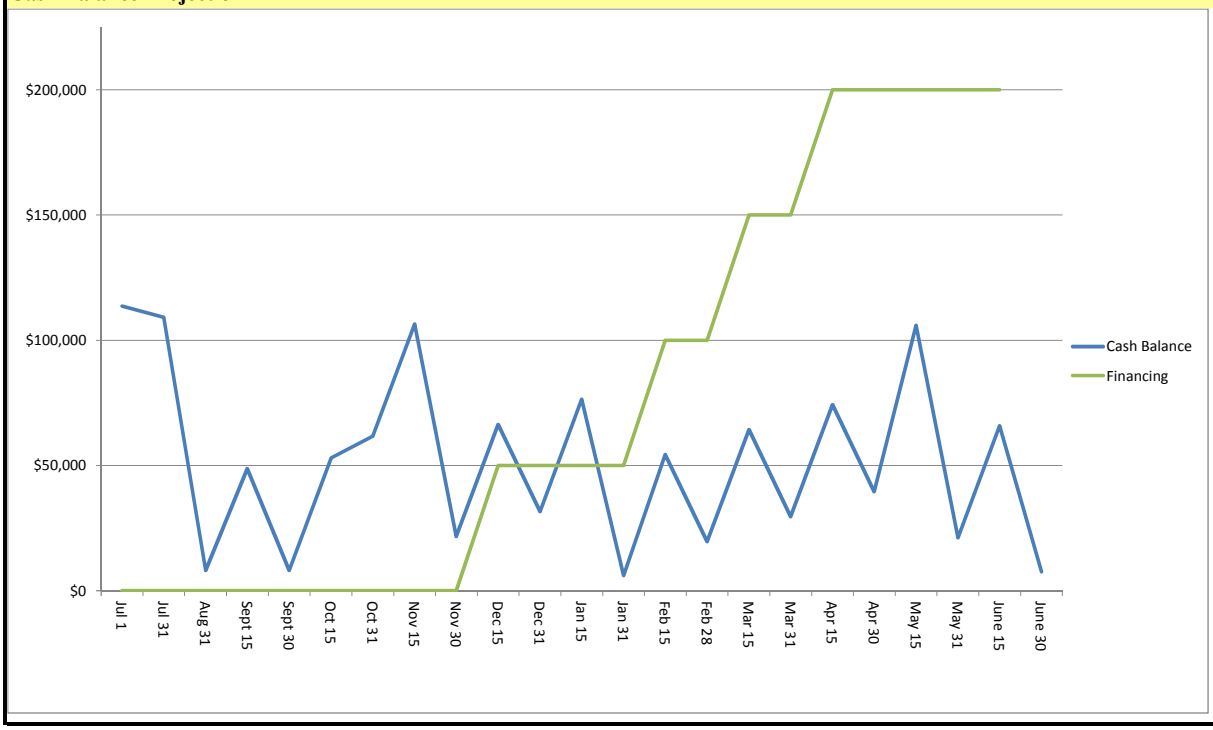
Financial Summary

Resources to Operate Programs (Revenues):		*Funds Used to Provide Programs and Services (Expenses):*		*Excess / Deficit*
Approved Budget	$4,141,153	**Approved Budget**	$4,115,474	$25,680
Budget Forecast	$4,081,887	**Budget Forecast**	$4,057,343	$24,543
Year to Date	$641,031	**Year to Date**	$459,860	$181,170
	15.70%		*11.33%*	

Student Average Daily Membership Summary



Cash Balance Projection



Management has elected to omit substantially all disclosures, government-wide financial statements, and required supplementary information. No CPA provides any assurance on these financial statements.

Comments and Analysis

Average Daily Membership (ADM) Summary

Original Budget Estimate	315.00	*378.00 WADM*
Budget Forecast Estimate	310.00	*372.00 WADM*
ADM as of the first day of school	*308.06*	*369.67 WADM*
ADM as of September 7, 2018	*308.06*	*369.67 WADM*

Finances "At A Glance"

Shows the budgeted and unaudited revenues and expenditures for FY2018, and the Adopted Budget and Budget Forecast for FY2019.
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.

Balance Sheet

The beginning balances on the Balance Sheet are based on unaudited information as of June 30, 2018.

Assets:

The cash balance in checking and savings accounts as of the end of the month was $23,610.
State aids receivable for the prior year are estimated to be a payment of $181,486.
Federal aids receivable for the current year are estimated to be $19,221 (based on expenses incurred to date).
The projected amount of state aid holdback for the current year is $86,829 at the end of the month.
Prepaid Employee Insurance Premiums reflects payroll premiums paid for the upcoming month.

Liabilities:

Accounts Payable and Payroll Deductions and Contributions Payable as well as the line of credit payable were $75,446 at the end of the month.
Deferred Revenues for food service payments is $4,142 at month-end.

Fund Balance:

The unaudited beginning Fund Balance amount of $150,853 represents 3.7% of expenditures.
The Forecasted Budget will provide for an ending Fund Balance of $175,396 or 4.3% of expenditures.
Net Income year to date is a surplus of $181,170 including the amount of state aid holdback overpayment for this year and projected salaries payable.

Statement of Revenue and Expenditures

Year to Date, 15.70% of budgeted revenues have been received (including the state aid holdback estimate).
Year to Date, 11.33% of budgeted expenditures have been incurred (including the projected salaries and benefits payable).

The Budget Forecast has been changed this month from the Adopted Budget in the following ways:

Revenues

State Aids - Changes based on General Education Formula and Student Count -31,965
Federal Aids - changes based on FY19 Allocations -41,482
Local Revenues - changes to local lines based on prior year activity +14,180

Net Impact: $(59,267)

Expenditures

Federal Expenditures - decrease based on allocation -10,832
State Special Education - increase due to Federal Allocation +7,812
General Education - Changes based on prior year activity -13,752

Net Impact: $(58,131)

Total Budget Impact: $(1,136)

Membership Report

Summarizes the Average Daily Membership (for state aid funding purposes), and the Budgeted Enrollments for the year. Enrollment figures are slightly under budget at 308 ADM, compared to a budgeted 310 ADM. There are currently 9 date overlaps that will assist in increasing the enrollment for PiM AHS. Enrollment data will be monitored by Administration throughout the year, and adjustments will be made to the Budget Forecast as necessary.

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 Venture Bank so that funds are available should they be needed in the future to meet cash flow needs.

Supplemental Information - Separate Reports

Bank Reconciliation for the school's bank accounts as of the end of the month.
Detail of Contracted Services Expenditures and Budgets
Detail of Other Expenditures and Budgets
Detail of Supplies Expenditures and Budgets
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, 2018

	Adopted Budget 2017-2018	Revised Budget 2017-2018	YTD Actual 2017-2018	Adopted Budget 2018-2019	Budget Forecast 2018-2019	YTD Actual 2018-2019	Percent of Budget Forecast
Average Daily Membership (ADMs)	300	276	275.62	315	310	308.06	99.37%
Estimated Pupil Units	360.00	331.20	330.74	378.00	372.00	369.67	99.37%
General Fund - 01							
Beginning Fund Balance	540,340	583,572	583,572	125,503	150,853	150,853	
Revenues	3,801,820	3,605,154	3,621,094	4,141,153	4,081,887	641,031	15.70%
Expenditures	(3,779,015)	(4,063,223)	(4,053,814)	(4,115,474)	(4,057,343)	(459,860)	11.33%
Change	22,805	(458,069)	(432,719)	25,680	24,543	181,170	
Ending Fund Balance	**563,145**	**125,503**	**150,853**	**151,183**	**175,396**	**332,023**	
Financial Performance Indicators							
Ending Fund Balance as a % of Expenditures	***14.9%***	***3.1%***	***3.7%***	***3.7%***	***4.3%***		
Days Cash on Hand							
Cash Accounts Only						2	
Cash Accounts and State/Federal Aids Receivable						28	
Debt Service Coverage Ratio							
Leased Building					1.16		
Debt Service on Bonds							

Management has elected to omit substantially all disclosures, government-wide financial statements, and required supplementary information. No CPA provides any assurance on these financial statements.

PiM Arts High School
Eden Prairie, Minnesota

Balance Sheet
As of August 31, 2018

	Unaudited Balance 07-01-18	Balance At End of Month
Assets		
Current Assets		
Checking and Savings Accounts		
Venture Bank	113,569	23,610
Accounts Receivable	6,856	657
Accounts Receivable - MSSPA ABC	59,742	59,742
State Aids Receivable	0	181,486
State Aids - 10% Holdback	215,656	86,829
Federal Aids Receivable	24,173	19,221
Prepaid Expenses and Deposits	31,322	0
Prepaid Employee Insurance Premiums	77,644	49,316
Total Current Assets	**528,963**	**420,862**
Total All Assets	**528,963**	**420,862**
Liabilities and Fund Balance		
Current Liabilities		
Salaries and Wages Payable	101,188	9,250
Accounts Payable	121,294	28,458
Line of Credit Payable	0	15,000
Payroll Deductions and Contributions	155,628	31,988
Deferred Revenue - Food Service Payments	0	4,142
Total Current Liabilities	**378,110**	**88,838**
Fund Balance		
Beginning Fund Balance	583,572	150,853
Net Income To Date	(432,719)	181,170
Total Fund Balance	**150,853**	**332,023**
Total Liabilities and Fund Balance	**528,963**	**420,862**

PiM Arts High School
Eden Prairie, Minnesota

Statement of Revenues and Expenditures
All Programs Combined
As of August 31, 2018

			Months	2	16.67%
	Unaudited YTD Actual 2017-2018	**Adopted Budget 2018-2019**	**Budget Forecast 2018-2019**	**YTD Actual 2018-2019**	**Percent of Budget Forecast**
Average Daily Membership (ADMs)	**275.62**	**315.00**	**310.00**	**308.06**	99.37%
Estimated Pupil Units	**330.74**	**378.00**	**372.00**	**369.67**	99.37%
General Fund - 01					
Revenues					
State Revenues					
General Education Revenue	2,277,068	2,603,034	2,586,927	531,329	20.54%
Q Comp	69,209	70,604	70,506	0.00	0.00%
Endowment Fund	10,109	9,553	9,553	0.00	0.00%
Building Lease Aid	390,655	496,692	488,808	0.00	0.00%
Long Term Facilities Maintenance Revenue	28,113	49,896	48,662	0.00	0.00%
Special Education Aid	440,150	502,922	495,553	0.00	0.00%
Other State Aids	6,026	8,210	8,937	0.00	0.00%
Prior Year Under (Over) Accruals	(21,542)	0	0	0.00	
Projected State Aid Holdback	0	0	0	86,829	
Total State Revenues	**3,199,788**	**3,740,911**	**3,708,946**	**618,158**	16.67%
Federal Revenues					
Federal Title Programs	39,958	57,815	38,793	1,132	2.92%
Federal Special Education Programs	59,786	67,179	44,719	18,089	40.45%
Total Federal Revenues	**99,743**	**124,994**	**83,513**	**19,221**	23.02%
Local Revenues					
050 Fees from Student Activities	98,648	83,820	95,000	2,135	2.25%
051 Transportation Fees	33,451	34,639	34,639	1,500	4.33%
060 Fees from Performances	49,979	45,000	45,000	0	0.00%
179 Fundraising Events	31,168	25,680	25,680	0	0.00%
092 Interest Revenue	58	86	86	2	1.87%
093 Licensing of Facilities	37,420	42,000	45,000	0	0.00%
096 Donations and Gifts	34,052	5,000	5,000	16	0.32%
099 Other Local Revenues	973	1,141	1,141	0	0.00%
621 Sale of Materials Purchased	2,077	4,451	4,451	0	0.00%
639 Loan Proceeds	0	0	0	0	
161 National Honor Society	332	57	57	0	0.00%
163 No Shame	3,405	3,886	3,886	0	0.00%
Scholarship Fund Revenues	30,000	29,488	29,488	0	0.00%
Total Local Revenues	**321,563**	**275,248**	**289,428**	**3,652**	1.26%
Total Revenues	**3,621,094**	**4,141,153**	**4,081,887**	**641,031**	**15.70%**
Expenditures					
100 Salaries and Wages	1,531,387	1,572,009	1,521,551	130,106	8.55%
200 Benefits	344,872	367,200	412,380	28,798	6.98%
Projected Salaries and Wages Payable				9,250	
Total Salaries and Benefits	1,876,260	1,939,209	1,933,932	168,154	8.69%
305 Contracted Services	247,001	236,250	236,250	31,173	13.19%
315 Repairs and Maintenance - Technology	40,441	43,000	43,000	6,283	14.61%
320 Communications Services	16,554	16,000	16,000	1,577	9.85%
329 Postage	2,300	3,000	3,000	300	10.00%
330 Utilities	93,759	84,000	82,335	6,045	7.34%
340 Property and Liability Insurance	15,319	23,283	17,575	5,253	29.89%
350 Repairs and Maintenance	55,991	35,000	35,000	15,548	44.42%
360 Contracted Transportation	153,993	150,000	150,000	0	0.00%
366 Travel, Conferences and Staff Training	3,052	2,328	3,501	238	6.80%
368 Out of State Travel	0	0	0	0	
369 Student Fees: Field Trips/Registration Fees	10,843	8,500	8,500	750	8.82%
348-370 Building Lease Costs	435,368	648,400	648,400	108,067	16.67%
370 Instructional Rentals	1,774	4,200	4,200	2,910	69.28%
370 Other Rentals and Operating Leases	10,090	10,000	10,000	380	3.80%
380 Leases and Rentals - Technology Equipment	16,086	16,200	16,200	2,718	16.78%
401 Supplies - Non Instructional	91,977	42,500	42,500	10,039	23.62%
405 Computer Software and Licenses (Non-Instructional)	14,818	15,000	15,000	8,457	56.38%
406 Instructional Software Licenses	9,571	13,734	13,535	3,835	28.33%
430 Instructional Supplies	43,014	13,027	13,027	14,143	108.57%
456 Instructional Technology Supplies	9,103	11,657	9,137	0	0.00%
460 Textbooks and Workbooks	4,782	4,108	5,486	2,800	51.04%

	Unaudited YTD Actual 2017-2018	Adopted Budget 2018-2019	Budget Forecast 2018-2019	YTD Actual 2018-2019	Percent of Budget Forecast
461 Standardized Tests	14,730	10,500	10,500	0	0.00%
490 Food Purchased	6,736	6,085	7,728	40	0.52%
530 Equipment Purchased	11,968	4,844	6,741	6,471	95.99%
555 Technology Equipment Purchased	3,068	5,000	5,000	0	0.00%
556 Technology Equipment	64,682	0	0	1,049	
580 Capital Lease Principle Payments	73,565	62,600	62,600	27,565	44.03%
820 Dues, Memberships and Other Fees	28,800	30,000	30,000	2,119	7.06%
895 Indirect Costs	0	(470)	0	0	
New Building Costs (FFE and Moving Costs)	131,723	0	0	0	
Scholarship Fund Expenses - Legacy	1,000	15,000	15,000	0	0.00%
Scholarship Fund Expenses - JJ Ramstad	0	2,500	2,500	2,000	80.00%
Special Education - State					
100 Salaries and Wages	244,922	301,462	265,313	11,052	4.17%
200 Benefits	52,419	72,404	68,718	1,677	2.44%
305 Contracted Services	0	0	0	0	
307 Contracted Substitutes for Special Education	0	0	0	0	
360 Contracted Transportation	82,517	75,668	94,667	0	0.00%
372 Occupational Therapy Services	0	0	0	0	
373 Speech Language Pathologist	0	0	0	0	
377 Licensed Social Worker Services	0	0	0	0	
394 SPED Other Fees for Student Services	84,037	81,489	96,410	0	0.00%
556 Special Ed Equipment	0	1,560	0	0	
820 Dues, Memberships, and Other Fees	0	112	0	0	
Total State Special Ed Expenditures	**465,705**	**535,024**	**527,184**	**12,729**	**2.41%**
Special Education - Federal					
100 Salaries and Wages	1,881	77	0	0	
200 Benefits	10	12	0	0	
303 Contracted Services-Federal Programs	14,700	17,113	16,864	15,225	90.28%
315 Technology Support Services	2,400	2,794	2,753	766	27.82%
366 Travel, Conferences and Staff Training	185	215	212	0	0.00%
372 Occupational Therapy Services	3,388	3,944	3,887	0	0.00%
373 Speech /Language Therapy Services	0	0	0	0	
377 Licensed Social Worker Services	25,211	30,475	7,223	0	0.00%
378 Licensed Psychologist Services	3,000	3,492	3,442	0	0.00%
401 Non-Instructional Supplies	2,100	2,445	2,409	0	0.00%
433 Individualized Instructional Supplies	5,100	5,937	5,851	0	0.00%
556 Technology Equipment	1,811	675	2,078	2,098	100.96%
Total Federal Special Ed Expenditures	**59,785.81**	**67,179**	**44,719**	**18,089**	**40.45%**
Title - Federal					
100 Salaries and Wages	23,323	19,723	15,104	983	6.51%
200 Benefits	5,603	4,655	4,322	148	3.43%
360 Contracted Transportation	0	291	515	0	0.00%
366 Travel, Conferences and Staff Training	10,531	18,236	12,552	0	0.00%
389 Staff Tuition Reimbursements	500	1,164	5,000	0	0.00%
401 Supplies-Non-Instruction	0	3,058	1,100	0	0.00%
433 Individualized Instructional Materials	0	10,218	200	0	0.00%
895 Indirect Costs	0	470	0	0	
Total Title Expenditures	**39,958**	**57,815**	**38,793**	**1,132**	**2.92%**
Total Expenditures	**4,053,814**	**4,115,474**	**4,057,343**	**459,860**	**11.33%**
General Fund Net Income	**(432,719)**	**25,680**	**24,543**	**181,170**	

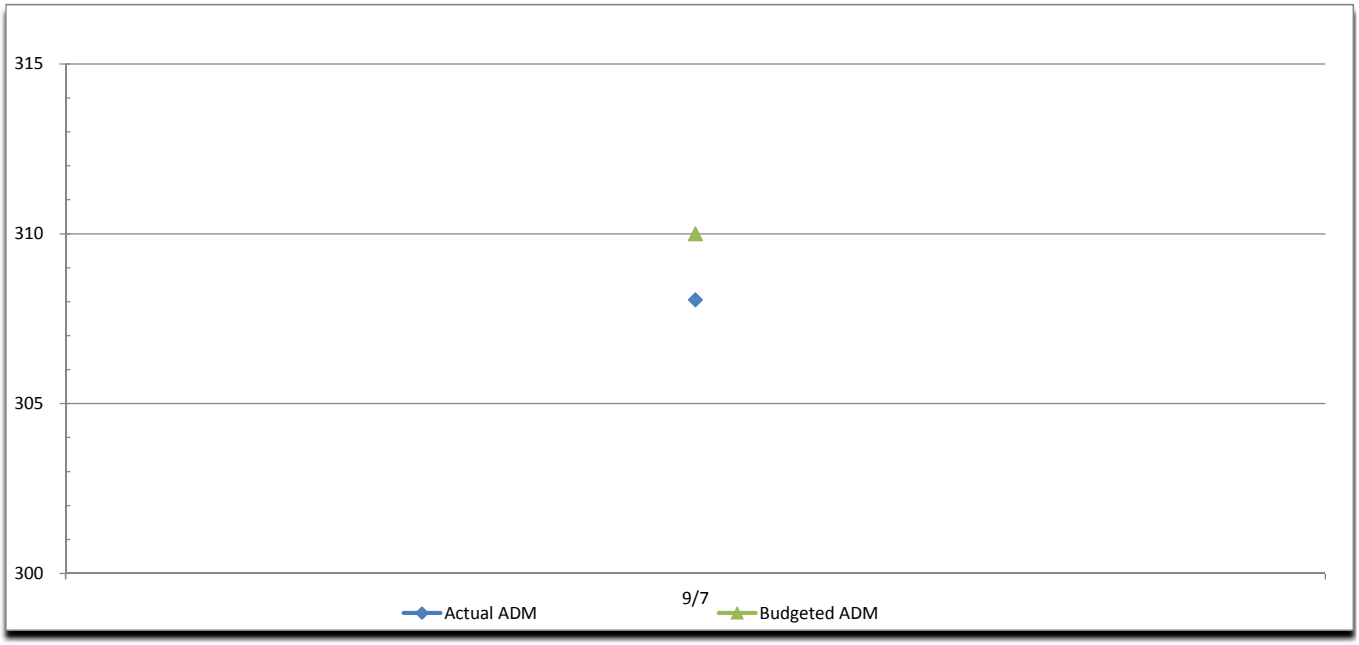
		Unaudited YTD Actual 2017-2018	Adopted Budget 2018-2019	Budget Forecast 2018-2019	YTD Actual 2018-2019	Percent of Budget Forecast
Total All Funds						
Revenues						
	State Revenues	3,199,788	3,740,911	3,708,946	618,158	16.67%
	Federal Revenues	99,743	124,994	83,513	19,221	23.02%
	Local Revenues	321,563	275,248	289,428	3,652	1.26%
	Total Revenues	**3,621,094**	**4,141,153**	**4,081,887**	**641,031**	**15.70%**
Expenditures						
100	Salaries and Wages	1,801,513	1,893,270	1,801,969	151,391	8.40%
200	Employee Benefits	402,904	444,272	485,421	30,624	6.31%
300	Purchased Services	1,329,042	1,515,043	1,517,487	197,231	13.00%
400	Supplies and Materials	203,738	140,598	128,549	39,314	30.58%
500	Equipment	155,094	74,680	76,419	37,183	48.66%
800	Dues and Memberships; Fees; Other Expenses	160,522	30,112	30,000	2,119	7.06%
	Scholarship Fund Expenses - Legacy	1,000	17,500	17,500	2,000	11.43%
	Total Expenditures	**4,053,814**	**4,115,474**	**4,057,343**	**459,860**	**11.33%**
	Total Revenues All Funds	**3,621,094**	**4,141,153**	**4,081,887**	**641,031**	**15.70%**
	Total Expenditures All Funds	**4,053,814**	**4,115,474**	**4,057,343**	**459,860**	**11.33%**
Net Income - All Funds		**(432,719)**	**25,680**	**24,543**	**181,170**	

PiM Arts High School
Eden Prairie, Minnesota

Membership Report
2018 - 2019 School Year

Actual Average Daily Membership (ADM) Based on MARSS Data Submitted													
	Grade	9/7	10/2	10/31	12/5	1/9	2/6	3/5	4/4	5/3	6/1	6/30	End of Year
	9	83.86											
	10	77.28											
	11	78.14											
	12	68.78											
GRAND TOTAL		308.06	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Budgeted ADM													
	Grade	9/7	10/2	10/31	12/5	1/9	2/6	3/5	4/4	5/3	6/1	6/30	End of Year
	9	85.00	85.00	85.00	85.00	85.00	85.00	85.00	85.00	85.00	85.00	85.00	85.00
	10	78.00	78.00	78.00	78.00	78.00	78.00	78.00	78.00	78.00	78.00	78.00	78.00
	11	78.00	78.00	78.00	78.00	78.00	78.00	78.00	78.00	78.00	78.00	78.00	78.00
	12	69.00	69.00	69.00	69.00	69.00	69.00	69.00	69.00	69.00	69.00	69.00	69.00
GRAND TOTAL		310.00	310.00	310.00	310.00	310.00	310.00	310.00	310.00	310.00	310.00	310.00	310.00

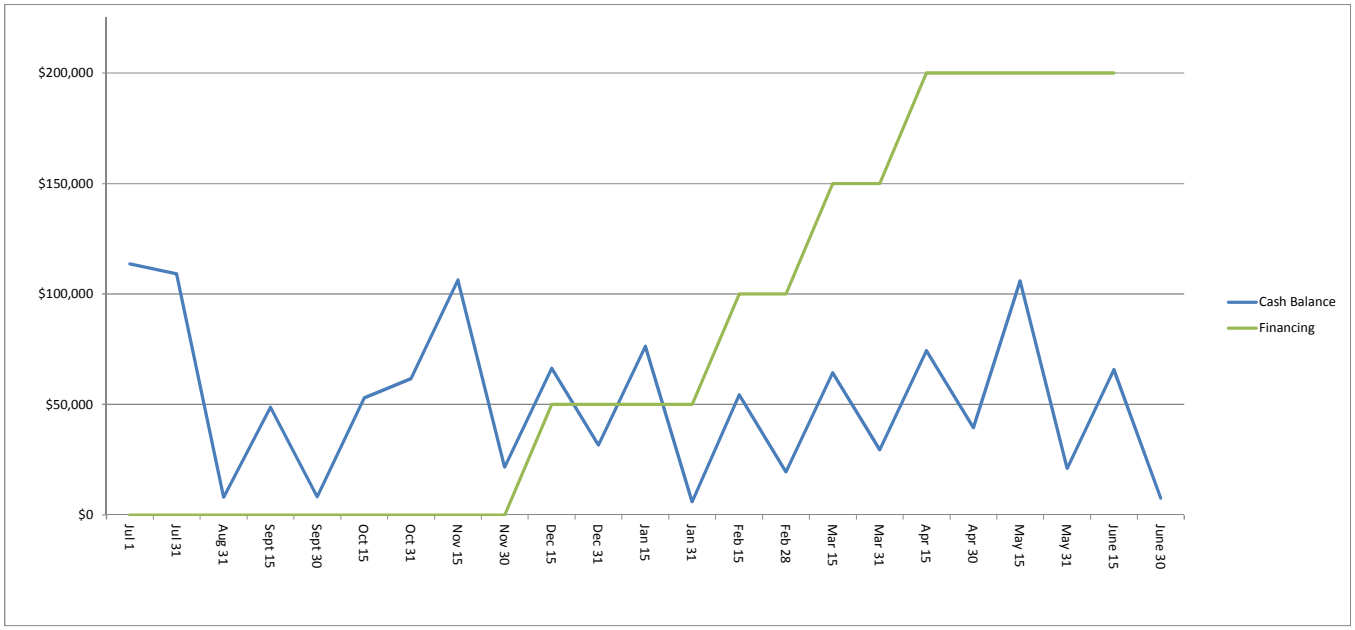


PiM Arts High School
Eden Prairie, Minnesota

Cash Flow Projection Summary
2018 - 2019 School Year

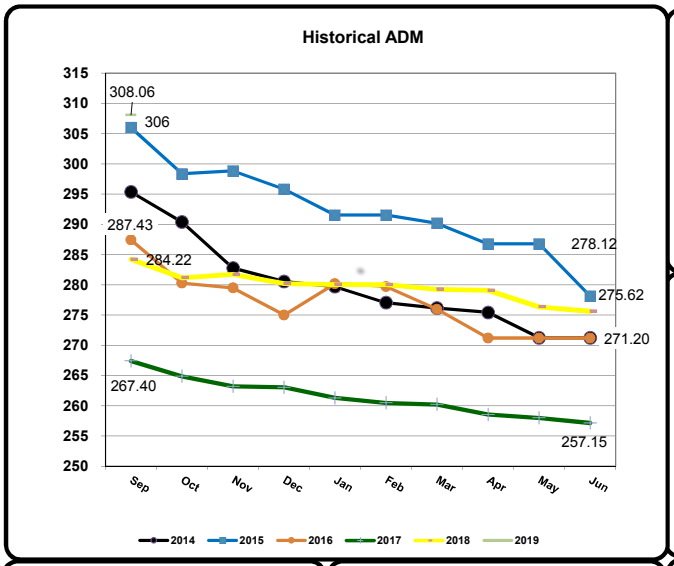
Period Ending	Cash Inflows: State Aid Payments	Federal Aid Payments	Other Receipts*	Prior Year State Holdback	Prior Year Federal Holdback	**Total Reciepts**	Cash Outflows: Salaries and Benefits**	Building Lease Payments	Other Expenses***	**Total Expenses**	**Cash Flow Financing**	**Balance**
Jul 1								***Beginning Balance***			***0***	***113,569***
Jul 31	307,828	0	568	1,800	0	**310,196**	130,618	54,033	129,992	**314,644**	0	109,121
Aug 31	223,500	0	3,083	32,370	24,173	**283,126**	216,901	54,033	113,203	**384,138**	0	8,110
Sept 15	139,504	0	14,289	0	0	**153,793**	82,911	0	30,271	**113,182**	0	48,721
Sept 30	139,504	0	14,289	48,397	0	**202,190**	82,911	54,033	105,827	**242,772**	0	8,139
Oct 15	139,504	4,176	14,289	0	0	**157,969**	82,911	0	30,271	**113,182**	0	52,926
Oct 31	139,504	4,176	14,289	93,506	0	**251,474**	82,911	54,033	105,827	**242,772**	0	61,628
Nov 15	139,504	4,176	14,289	0	0	**157,969**	82,911	0	30,271	**113,182**	0	106,415
Nov 30	139,504	4,176	14,289	0	0	**157,969**	82,911	54,033	105,827	**242,772**	0	21,611
Dec 15	139,504	4,176	14,289	0	0	**157,969**	82,911	0	30,271	**113,182**	0	66,398
Dec 31	139,504	4,176	14,289	0	0	**157,969**	82,911	54,033	105,827	**242,772**	50,000	31,594
Jan 15	139,504	4,176	14,289	0	0	**157,969**	82,911	0	30,271	**113,182**	0	76,381
Jan 31	139,504	4,176	14,289	14,453	0	**172,421**	82,911	54,033	105,827	**242,772**	0	6,030
Feb 15	139,504	4,176	14,289	3,524	0	**161,493**	82,911	0	30,271	**113,182**	0	54,341
Feb 28	139,504	4,176	14,289	0	0	**157,969**	82,911	54,033	105,827	**242,772**	50,000	19,538
Mar 15	139,504	4,176	14,289	0	0	**157,969**	82,911	0	30,271	**113,182**	0	64,324
Mar 31	139,504	4,176	14,289	0	0	**157,969**	82,911	54,033	105,827	**242,772**	50,000	29,521
Apr 15	139,504	4,176	14,289	0	0	**157,969**	82,911	0	30,271	**113,182**	0	74,308
Apr 30	139,504	4,176	14,289	0	0	**157,969**	82,911	54,033	105,827	**242,772**	50,000	39,504
May 15	139,504	4,176	14,289	21,606	0	**179,575**	82,911	0	30,271	**113,182**	0	105,897
May 31	139,504	4,176	14,289	0	0	**157,969**	82,911	54,033	105,827	**242,772**	0	21,094
June 15	139,504	4,176	14,289	0	0	**157,969**	82,911	0	30,271	**113,182**	0	65,880
June 30	158,138	4,176	14,289	0	0	**176,603**	82,911	54,033	97,959	**234,903**	0	7,580
Totals	3,340,045	75,162	289,428	215,656	24,173	**3,944,464**	2,005,748	648,400	1,596,306	**4,250,453**	200,000	

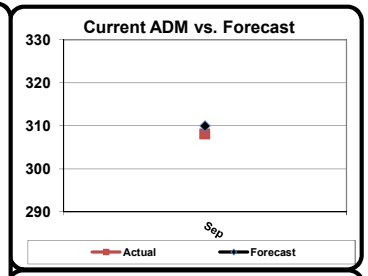
** Other Receipts include changes in Accounts Receivable and Prepaid Expenditures*
*** Salaries and Benefits include changes in Salaries/Benefits Payable*
**** Other Expenses include changes in Accounts Payable*

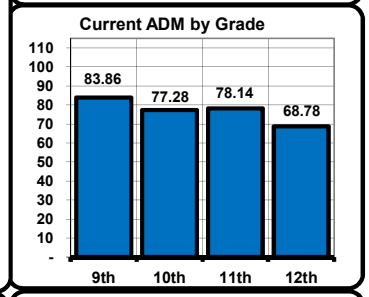


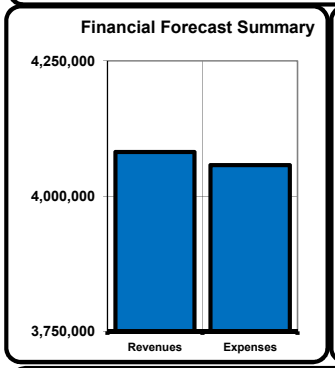
Management has elected to omit substantially all disclosures and the Government-Wide Financial Statements
No CPA provides any assurance on these financial statements.

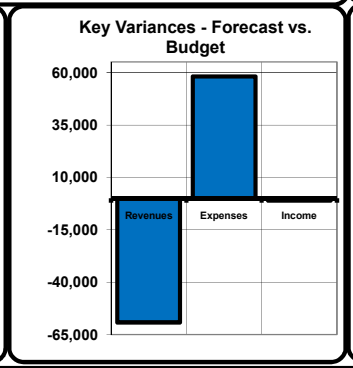
PiM Arts High School Finance Committee Dashboard - August 2018

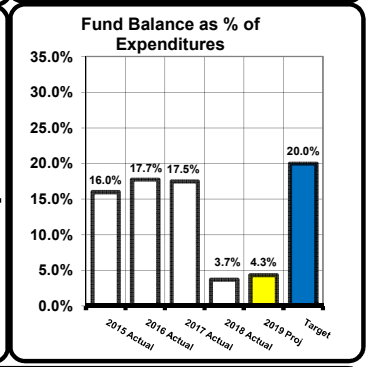


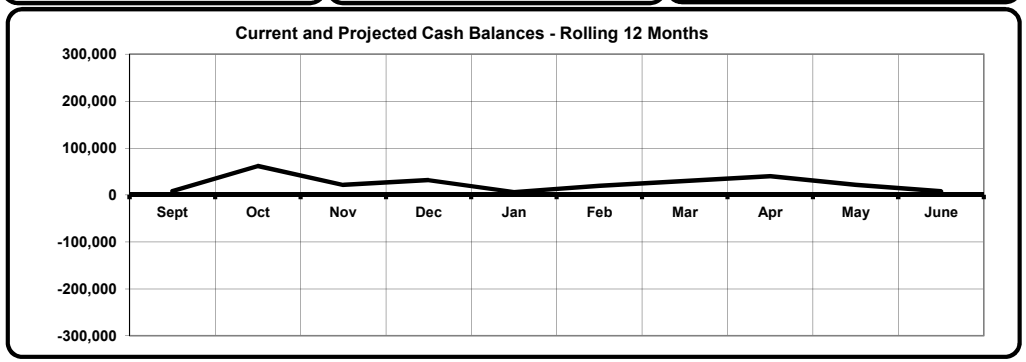












Comments - ADM

Budget Forecasted ADM is reflected at 310 ADM

ADM as of August 31, 2018 is reflected at 308.06 ADM, with 9 current data overlaps.

Comments - Financial Results and Fund Balance

Total Revenues are forecasted at $4,081,887 in the Budget Forecast.

Changes From Original Budget:

State Aids - Changes based on General Education Formula and Student Count -31,965

Federal Aids - changes based on FY19 Allocations -41,482

Local Revenues - changes to local lines based on prior year activity +14,180

Total Decrease: $59,267

Total Expenditures are forecasted at $4,057,343 in the Budget Forecast.

Changes From Original Budget:

General Education: Decrease $8,809 based on salaries and benefits reconciliation

State Special Education: Decrease of $7,840 based on salaries and benefits reconciliation

Federal Funds: decrease of $41,482 based on funding allocations finalized by Department of Education

Total Decrease of $58,131

Total Budget Impact: $-1,136

The budget forecast is currently projected to provide for a surplus of $24,543

The projected fund balance is 4.3% which falls below the targeted level of 20%.

Comments - Cash Flow Projections

The school has secured a $200,000 line of credit with Venture Bank, and is currently drawing on the line of credit in order to meet it's accounts payable and payroll obligations.