

PiM Arts High School
Annual Report
October 1, 2020

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PiM ARTS HIGH SCHOOL

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Section A: Academic Elements

A.1 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 postsecondary 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 challenges to participating students. PiM Arts High School will assess progress toward meeting its mission and vision through a comprehensive study of its academic and artistic programs on a yearly basis. This will include but is not limited to formally collecting student, parent, and staff feedback on programmatic and organizational effectiveness. We continue to make efforts to utilize data to make decisions in regard to teacher and curriculum effectiveness in preparing our students to be college and/or career ready. A continued study of best practices in the general education and arts field will provide an additional source of self-evaluation. Opportunities identified through this comprehensive process will guide future decision-making. We continue to evolve in our facility, working to find artistic partners to provide authentic artistic experiences with our students. We track the activities of our graduates to determine programmatic direction in terms of our vision. Our Strategic Plan is attached as *Appendix A*.

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

Improve Pupil Learning and Student Achievement

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

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

Increase Learning Opportunities For All Pupils

The secondary purpose of the PiM Arts High School is to increase learning opportunities for all pupils through rigorous academic coursework and unique artistic performance experiences in Music, Theater, Dance, Musical Theatre, Media Arts and Visual Arts. PiM Arts High School provides unique artistic learning opportunities not available in the traditional high school setting. In depth Music Theory combined with the opportunity to develop as a composer and creator take music students well beyond the traditional high school setting. Students engaging in dance at PiM Arts High School have the opportunity to take classes in modern and ballet technique and creation not available in any traditional high school in Minnesota. Theatre students take a much deeper look at craft and technique, paired with the opportunity to create, direct, and perform in meaningful performances. Our Visual and Media Arts programs are led by master teachers who have a combined 35 years experience in the classroom and the field. They are building quality programs which will become destinations for students passionate about this content. 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.

A.2 Accountability Plan Goals:

Testing overview: Due to the pandemic, in the school year 2019-2020, PiM Arts High School students participated in fewer assessments as normally compelled by the state, our authorizer, and ourselves to evaluate learner progress and teaching effectiveness. .

This year's test implementation was incomplete as we went to a full distance learning model in the spring when a majority of our testing occurs. From an administrative standpoint- we will endeavor to put the tests completed and their results to good us

NWEA: In the 2019-2020 school year, we were only able to proctor our Fall NWEA tests so we do not have the data to speak to our Growth goals. In looking at the Fall data alone, we are encouraged to see that in Reading, 83% of our 9th grade students and 88% of our 10th grade students are performing at or above the Norm Grade Level Mean RIT score; and in Math, 67.5% of our 9th grade students and 68.5% of our 10th grade students are performing at or above the Norm Grade Level Mean RIT score.

MCAs: We were unable to proctor much of our MCA testing this year and only had the opportunity to conduct the MCA Science test for students enrolled in Biology. We tested a total of 45 students. Of those, 60% of the students met or exceeded standards. *Appendix B.*

ACT+Writing: PiM Arts High School administered the ACT+Writing in accordance with state mandate. On a statewide school day administration 58 juniors took this test.

Advanced Placement: The College Board moved tests to a digital format, so we were able to still have our students enrolled in AP classes take their exams. Our AP Test participant numbers increased from the previous year with 39 total students taking a total of 49 exams. Scores continue to be in line with Minnesota scores with 69% 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.

Additionally, we were able to offer both the PreACT to sophomores and the PSAT to juniors in the fall. 56 sophomores took the PreACT and 43 juniors took the PSAT/NMSQT. We had 3 juniors who qualified for the National Merit Scholarship.

Link to 20-21 Testing Calendar:

<https://www.pimartshs.org/2020/08/25/pim-arts-high-school-2020-21-test-overview/>

Other Academic Goals & Accountability Measures

Graduation Rate: While we have not received our final graduation rate confirmation from MDE, we estimate the 2019-2020 graduation rate for the students who were enrolled October 1, 2019 as seniors to be 84%. We have a number of students throughout the senior year who transfer to other programs, who realize they are not going to graduate on time, or who determine another school to be a quicker route to graduation. PiM requires 56 credits for graduation, where the state requirement is 43. These additional requirements are largely in arts classes, which speaks to the rigor of our programming. Students who join PiM struggling academically or behind in credits can find it difficult to meet our graduation requirements in 4 years. This is one of the biggest impacts on our graduation percentage rate. If you look at the students who remained with us for the entire Senior Year, the graduation rate was 93%.

Mission Specific, School-wide stage performance/exhibition Goal: In the school year ending in June 2020, our Advisors kept records and documented the following to administration: A total of 96.3% of our students participated in performance/exhibition opportunities despite being fully distant for our spring quarter. We are elated in the number of participants and the opportunities our teachers have created during a pandemic to keep our students engaged.

Attendance: PiM Arts High School's attendance rate for 2019-2020 was 96%. We have found that we have significantly higher rates of absences with students struggling with mental health and continue to look for best practices in support of these students.

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.

During the end of the 2019-2020 school year when we would normally do our parent satisfaction survey, we focused our information gathering on feedback from parents around distance learning and improving our offerings for the fall. We have reached out and solicited more parent feedback and have offered parents many ways to share their thoughts from surveys to roundtable discussions, to zoom meetings, to direct conversation. This has resulted in our ability to improve and provide offerings directly related to the needs expressed. We will resume our normal parent satisfaction survey at the end of the 2020-2021 school year. The results from the 2018-2019 the survey can be found in *Appendix D*. The response rate for this survey was 35%, which had been a 6% increase over previous years.

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 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 85% mapped, with all core classes fully 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 and staff to meet the increasing student interest in these areas.

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

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

We 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 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 needed 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 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. In the 19-20 year we focused 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 2 full days of PD from TeachThought in Differentiation. This year, we have focused on distance learning instruction, assessment, and engagement and have started our school-wide anti-racism work.

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. Teacher feedback in the Spring of 2016 indicated that our implementation was a success, and the benefits of such a program are obvious.

A8. Innovative Practices

PiM Digital Network

As we have had to pivot our efforts toward distance learning and experienced restrictions in our ability to gather for performance and art appreciation, we added the PiM Digital Network to our efforts. The network has given a platform for our performances this year, from our No Shame performances, the fall play “Hitchcock Radio Show,” various musical events, and others. We plan our musical as an episodic telling of “The Addams Family” later in the year.

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 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

In 2017-2018, we added two Arts Internship courses for students seeking the opportunity for real world experience in the professional setting. We continue to allow our students this opportunity.

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.

Academic Success Plan Meetings

We began holding meetings for student success during the 2016-17 school year, and have continued this practice. 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.

Future Plans: 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. We are starting to see the results of our focus on enrollment growth, but this will continue to be an important area we will continue to focus on during the 2020-2021 school year. Looking out 2-4 years, we are working toward an enrollment of 450-500 students. We will begin looking at next steps for our facility, working to fully support the academic and artistic mission of the school.

A.9 Awards: PiM received the School Finance Award from MDE in the 2020 fiscal school year, Visual and Media Arts students received 83 Scholastic Competition Awards, We received the Minnesota Association of Charter Schools Innovation Award for 2020 for our Jury Program. the most awarded to a single school in all of Minnesota, and received 18 Spotlight Awards from Hennepin Theatre Trust for our production of the musical Matilda.

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 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, Jennie Becker, and Simone Richards. 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. In terms of operation, we are able to rely on the strength of outside collaborators including BergenKDV for financial guidance and oversight, Universal Services for janitorial and maintenance, Indigo Education for Special Education leadership and guidance, and 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 as well as Musical Theatre are strengths in building a healthy student body in terms of ADM. 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 is a current focus and continues to have a 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.

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, 2020 is 348 students. We continue to see enrollment growth preceded by interest in shadowing, information sessions, and enrollments submitted by potential students. We added 160 new students for the 2019-2020 school year. 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*.

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*.

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, 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 training from BergenKDV. The Executive Director monitors and ensures board members receive training in a timely manner in accordance with state statutes.

Section C: Financial Elements

C.1 Current Financial Position: The current enrollment is 353 with an ADM of 348. 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 336 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 FY20. We increased our fund balance from 4.3% to 5.0% in 2019-2020, and are projecting an increase to 5.6% at the end of this year. We are working toward our policy of a 15% fund balance.

Previous year ADM Analysis: Our approved budget for 2019-2020 was based on an ADM of 323. Based on enrollment, we increased our ADM to 330 in August. We ended the year with an ADM of 332.

Average Cash on Hand: We had an average of 4 days cash on hand. This was a one year dip based on vendor timings, primarily driven by an increase in special education spending and the gap time for reimbursement. Previous year's cash on hand was 11 days, and we are averaging 21 days cash on hand currently in 2020-2021, which is an additional sign that PiM is growing in financial health. We were able to effectively manage cash flow throughout the year and meet all obligations in a timely manner. We utilized our \$200,000 line of credit through Choice Bank to assist with meeting all obligations throughout the fiscal year.

Audit Results: PiM Arts High School received an unqualified audit for 2019 and 2020 Fiscal Years.

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.

Awards: PiM Arts High School won the MDE Finance Award for the 2020 fiscal year.

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- Fall 2019 Only

NWEA % At or Above National Median – Reading				NWEA % At or Above National Median – Math			
	<u># of Students Tested, FALL</u>	<u>% At or Above National Median</u>	<u># At or Above National Median</u>		<u># of Students Tested, FALL</u>	<u>% At or Above National Median</u>	<u># At or Above National Median</u>
Grade 3				Grade 3			
Grade 4				Grade 4			
Grade 5				Grade 5			
Grade 6				Grade 6			
Grade 7				Grade 7			
Grade 8				Grade 8			
Grade 9	77	83%	64	Grade 9	77	67.5%	52
Grade 10	92	88%	63	Grade 10	92	68.5%	63
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	NA			Grade 9	NA		
Grade 10	NA			Grade 10	NA		
Grade 11				Grade 11			
Grade 12				Grade 12			
Overall				Overall			

MCA Proficiency Template

Percent Meeting or Exceeding on MCA Reading 2018-2019 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	0	NA	NA
Overall			

Percent Meeting or Exceeding on MCA II/III Math 2018-2019 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	0	NA	
Overall			

MCA Growth Template

Percent Growth on MCA III Reading, SY2019-2020		
	<u># of Students</u>	<u>% In Each Category</u>
%Not Prof, High Growth		
%Not Prof, Med. Growth		
%Not Prof, Low Growth		
%Prof, High Growth		
%Prof, Med. Growth		
%Prof, Low Growth		
TOTAL*		
*May not add to 100% due to independent rounding.		

Percent Growth on MCA III Math, SY2019-2020		
	<u># of Students</u>	<u>% In Each Category</u>
%Not Prof, High Growth		
%Not Prof, Med. Growth		
%Not Prof, Low Growth		
%Prof, High Growth		
%Prof, Med. Growth		
%Prof, Low Growth		
TOTAL*		
*May not add to 100% due to independent rounding.		

PiM Arts High School
ACT Reporting Template

PiM Arts High School Spring 20120 ACT Subject Area average test scores and percentages of tested juniors who attained the benchmark score or higher. 58 students tested on the District Testing Date.

Spring 2020 Data

Subject Area	2020 PiM Average Test Scores	2020 State Average*	Benchmarks	Percentage of PiM students who attain benchmark or higher **
Reading	23.6		N/A	67%
English Composition	21.3		18	67%
Mathematics	18.7		22	28%
Science	20.5		23	28%
Composite	21.2		N/A	22% met all 4

*** 2020 State Average Data Not Available**

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 - "She Kills Monsters."

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)

National Honor Society for the Arts (NHSA)

Description: Leadership, community service, creating and sharing the artistic process for all artists to the larger community.

Advisor: Julie Fowler

Meetings: Thursdays after school

Prom Committee

Description: Engage in school by planning and executing the 2018-2019 Junior/Senior Prom experience.

Advisor: Ms. Klein (gpiner@pimartshs.org)

Meetings: Thursdays during Advisory throughout the school year in Ms. Piner's Office

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 (rania.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.

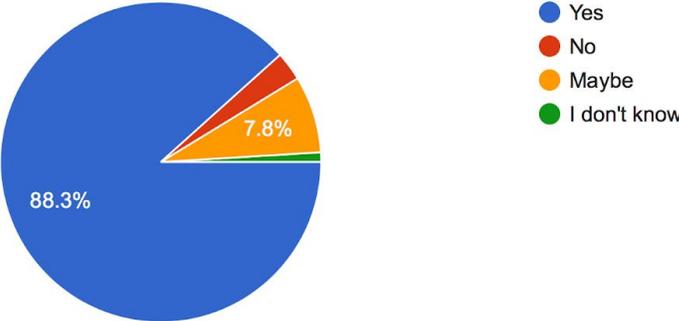
Advisor: Mr. Deignan (james.deignan@pimartshs.org)

Meetings: Thursdays in the Vocal Room (155)

2018-19 Parent Survey Results (most recent parent satisfaction survey)

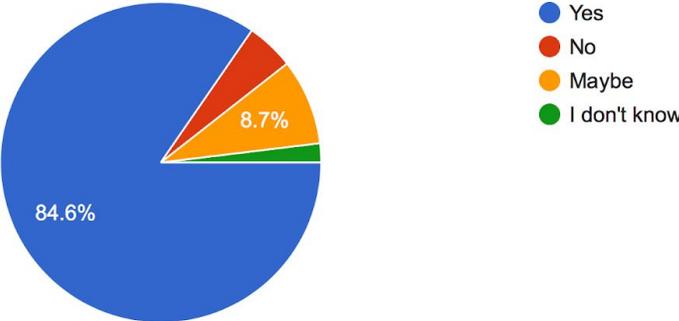
The school creates a structured environment that includes expectations and outcomes for students.

103 responses



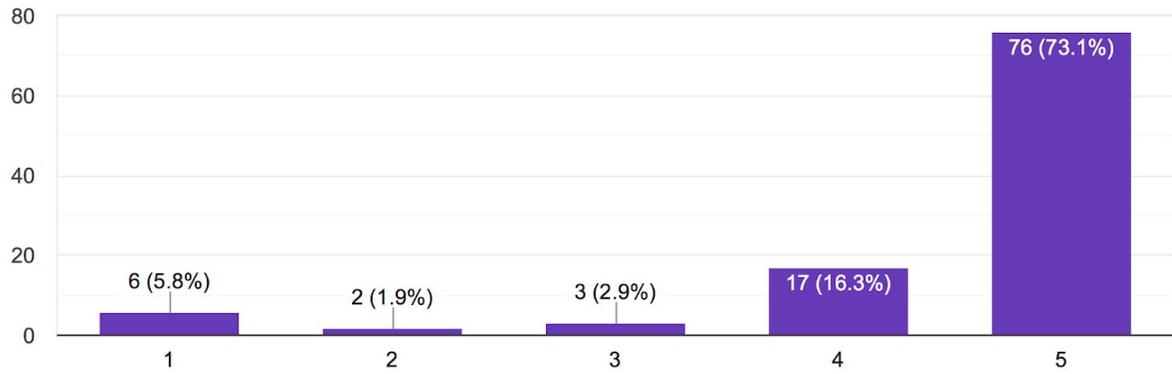
The school's activities and operations are consistent with its mission.

104 responses



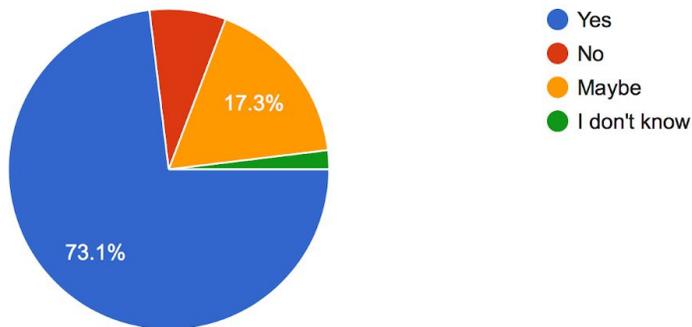
PiM creates a safe environment for students

104 responses



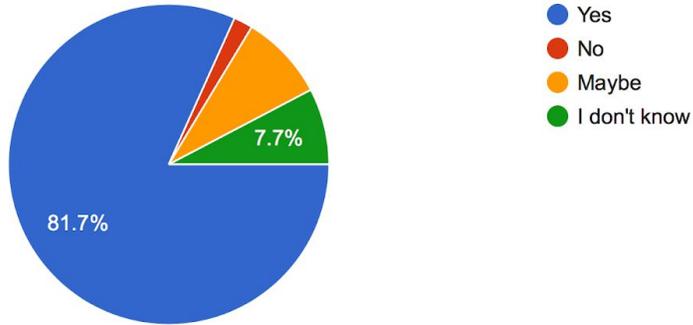
My child experiences high expectations for learning while at school.

104 responses



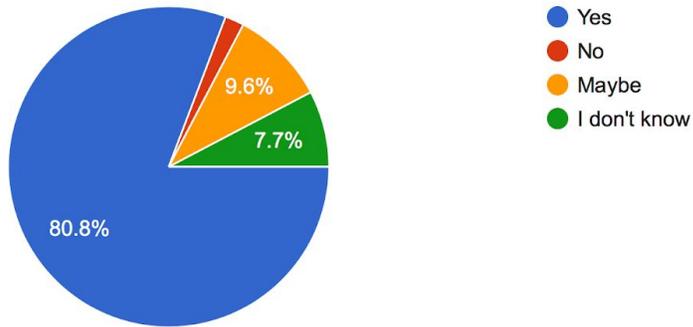
My child has at least one adult advocate in the building.

104 responses



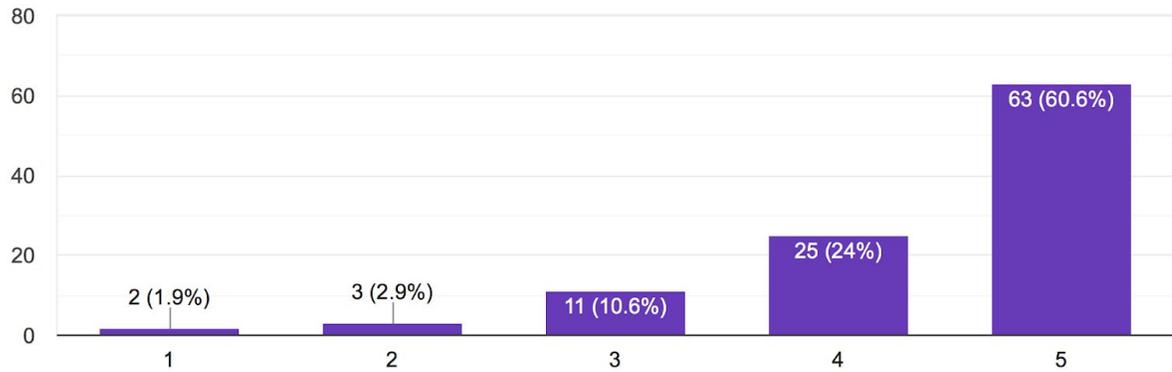
My child has access to support services.

104 responses



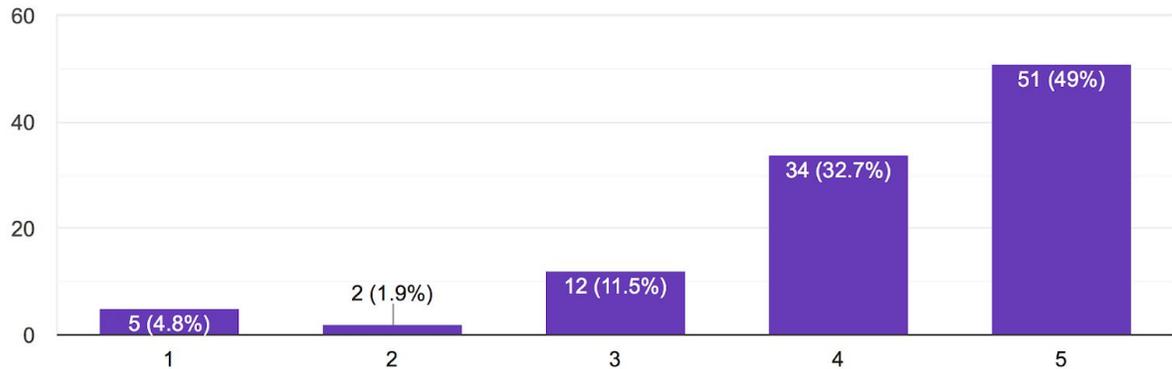
Our school provides qualified staff members to support learning.

104 responses



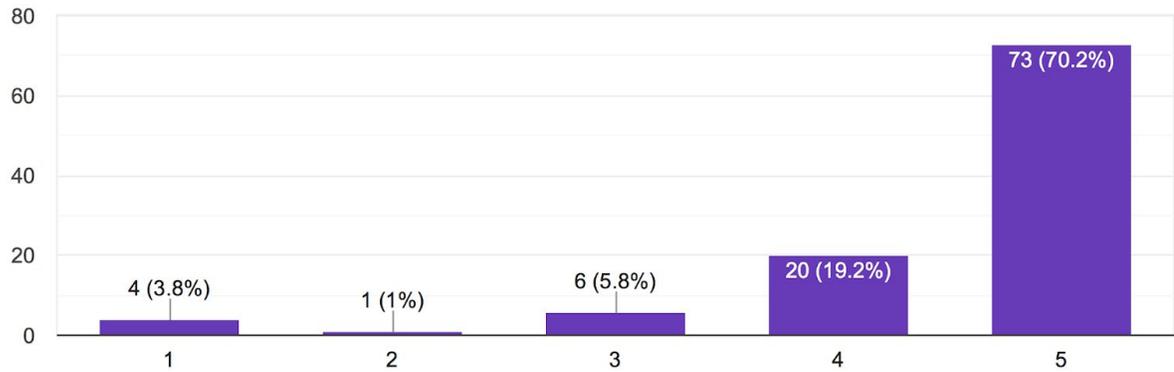
I am satisfied with the academic programming my student experiences (math, science, language arts, social studies, etc.)

104 responses



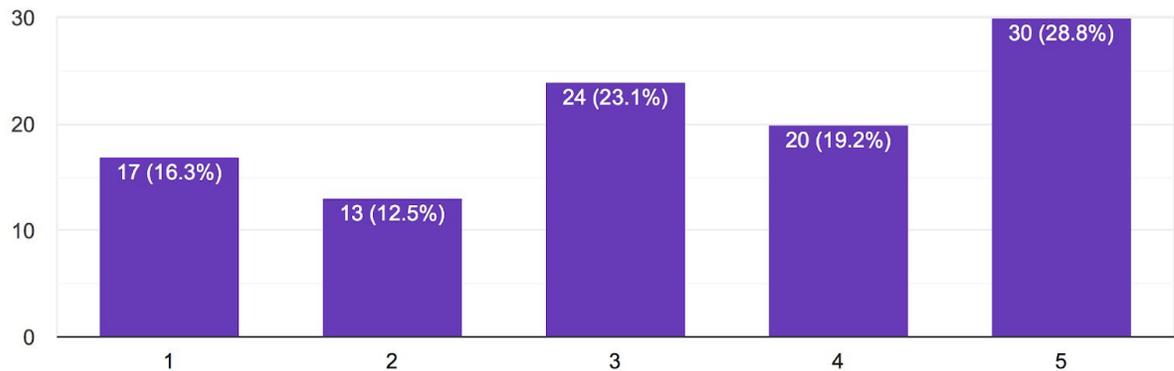
I am satisfied with the arts programming my student experiences.

104 responses



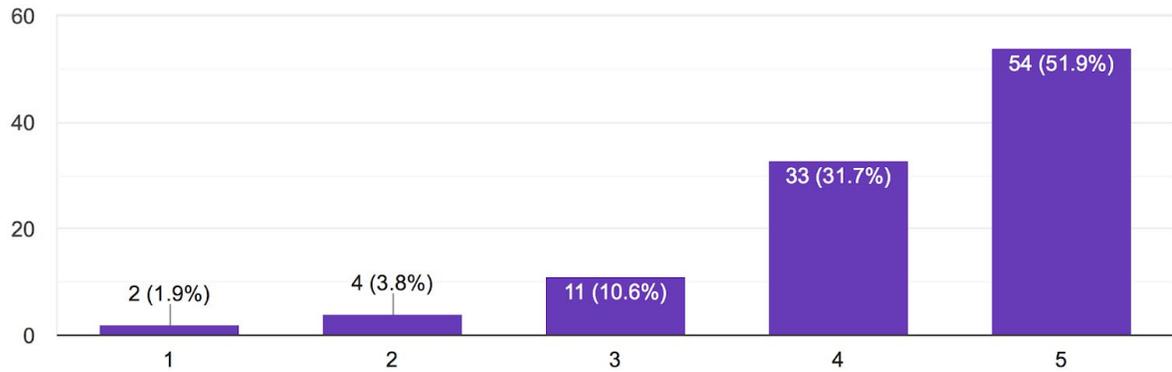
I am aware of the opportunities PiM provides for students exploring their options after high school.

104 responses



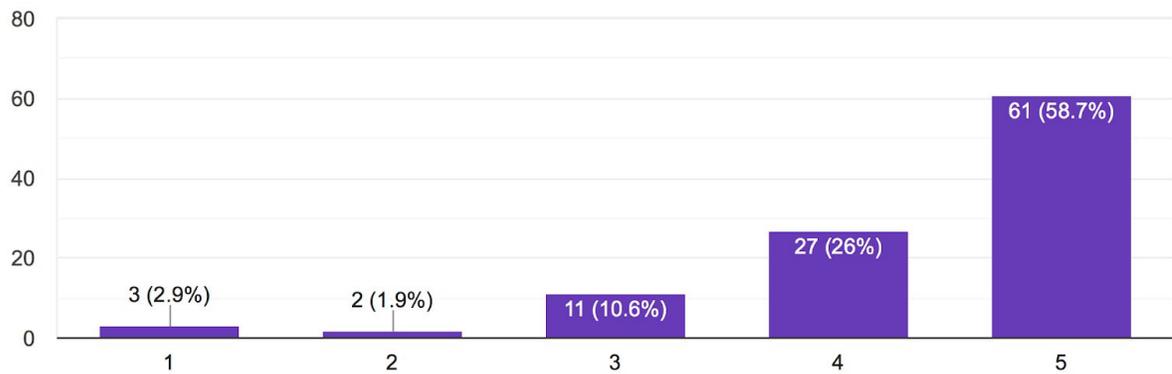
The teachers in this school form strong relationships with my child.

104 responses



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

104 responses



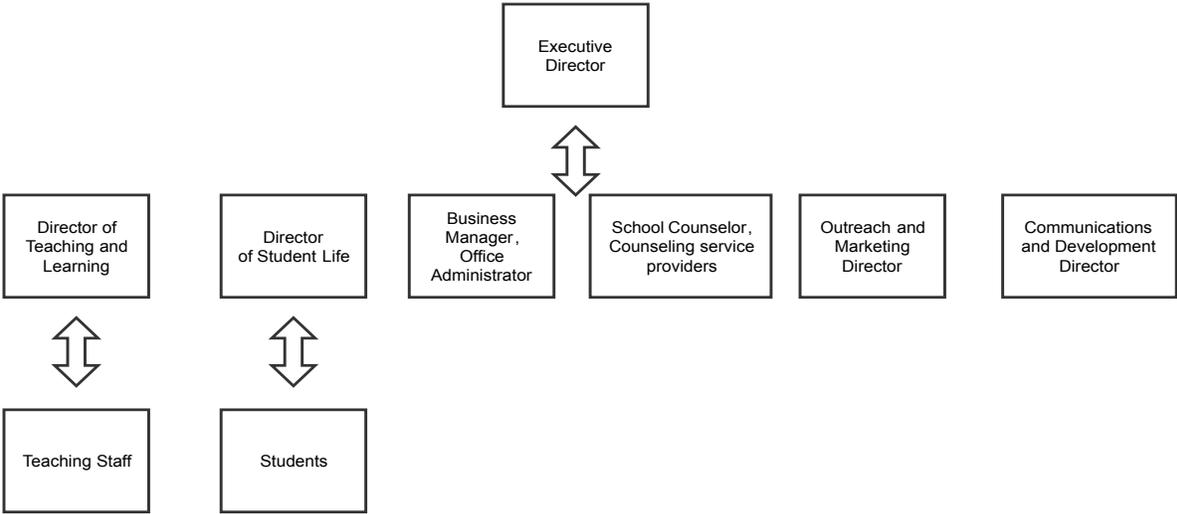
Appendix E

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

Teacher Name	File Number	Subject(s) Taught	Grade(s) Taught	SY2019	Returned/New SY 2020-2021	Additional Licensure Notes
Lara Ciganko	439985	Dance	9-12	Yes	Returned	
LaTia Childers	499285	Dance	9-12	No	New	Tier 2
Rachel Brady	505822	Theatre	9-12	Yes	Returned	
Stephen Mollick	429668	Music, vocal & classroom	9-12	Yes	Returned	
Christopher Thomson	383614	Music, instrumental & classroom	9-12	Yes	Returned	
Austin Pekarna	514276	Music, instrumental & classroom	9-12	Yes	Returned	Tier 1, second year, passed MTLEs
James Deignan	491170	Music	9-12	Yes	Returned	
William Leaf	416772	Theatre	9-12	Yes	Returned	
Robert Thompson	437920	Theatre	9-12	Yes	Returned	
John Raasch	412406	Media Arts	9-12	Yes	Returned	
Julie Fowler	449610	Visual/Media Arts	9-12	No	Returned	
Tyler Flory	454533	Language Arts	9-12	Yes	Returned	

Sarah Omernik	431308	Language Arts	9-12	Yes	Returned	
Michael Padgett	500825	Language Arts	9-12	Yes	Not Returning	
Christine Deignan	491753	Language Arts	9-12	No	New	
Jennifer Harding	409095	Social Studies	9-12	Yes- Left midyear	Not Returning	
Joanna Jennings	477756	Social Studies	9-12	Yes	Returned	
James Perry	470966	Social Studies	9-12	Yes, came midyear	Returned	
Krista Paster	060219	Spanish	9-12	Yes	Returned	
Christopher Mortka	413341	Math	9-12	Yes	Returned	
Eric Nelson	408765	Math	9-12	Yes	Not Returning	
Ryan Ogren	412886	Math	9-12	Yes-left midyear	Not returning	
Anna Kanavati (nee Dupay)	504840	Science, Physics	9-12	Yes	Returning	
Ellen Klemme	488822	Science, Chemistry and Physics	9-12	Yes	Returned	
Timothy Popp	440593	Science, Biology	9-12	Yes	Returned	Also earth science and chemistry
Natasha Pasch	493489	SpEd	9-12	Yes	Returned	
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	
Sarah Jane Klein	447674	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	Tier II, enrolled in Saint Mary's University of MN teacher licensure program
Rebecca Johannsen	478845	Visual Arts	9-12	Yes	Returned	Tier II, transfer from Colorado license
Amanda Stringer	1001932	Visual Arts	9-12	Yes	Returned	Tier II, transfer from Colorado license
Michael Gaughan	413278	Visual Arts	9-12	No	New	
Mary Ann Bradley	050800	Dance	9-12	Yes	Returned	
Cassie Cole	050100	Language Arts	9-12	Yes	Returned	
Robert Ragoonanan	1002366	Music	9-12	Yes	Not Returning	Tier I
Tristen Sima	506013	Math	9-12	No	Rehired	Tier I, third year, passed MTLTs



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

19-20 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	79	14	18	75	68
10	95	16	14	98	85
11	92	8	15	85	75
12	85	5	15	75	N/A
Total	351	43	62	333	228

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.

Name	Date Seated	Term End	Term	Position	Type	Expertise	Email	Phone	Attendance Rate	Governance		Employment		Financial Management		Ongoing
										Training	Training	Management	Management			
Ann LaCourse	August 2019	1-July 2021	1		Parent	Business	ann.lacourse@pimatshs.org	952-913-1667	100%	October 2020	October 2020	February 2020	February 2021			
Bonnie Meyer	August 2019	2-July 2021	2	PRES	Community Member	Business	bonnie.meyer@pimatshs.org	612-210-6630	80%	October 2017	October 2017	BKDV Feb 2018	February 2021			
Buck Campbell	August 2021	July 2023	1		Parent	Marketing, Business	buck.campbell@pimatshs.org	952-224-1340	100%	October 2020	October 2020	February 2021	-			
Cassie Cole	August 2020	July 2022	2	Sec	Teacher	English	cassie.cole@pimatshs.org	952-224-1359	100%	October 2020	October 2020	February 2020	February 2021			
Chris Grap	August 2021	July 2023	1		Parent	Marketing, Business	chris.grap@pimatshs.org	952-224-1340	100%	October 2020	October 2020	February 2021	-			
Chris Mortika	August 2021	July 2023	1		Teacher	Math	chris.mortika@pimatshs.org	952-224-1340	100%	October 2020	October 2020	October 2020	-			
Joanna Jennings	August 2020	July 2022	2	VP	Teacher	Social Studies	joanna.jennings@pimatshs.org	952-224-1364	100%	October 2018	October 2018	October 2018	February 2021			
Liz McAllister	August 2019	1-July 2021	1		Parent	Arts, Education	liz.mcallister@pimatshs.org	952-737-8478	80%	October 2020	October 2020	February 2020	February 2021			
Paul Johnson	August 2020	July 2022	2	VP	Teacher	Special Education	paul.johnson@pimatshs.org	952-224-1365	100%	October 2020	October 2020	February 2020	February 2021			
Rebecca Johanns	August 2021	July 2023	1		Teacher	Visual Art	rebecca.johannsen@pimatshs.org	952-224-1340	100%	October 2020	October 2020	February 2021	-			
Steve Mollick	August 2021	July 2023	2	VP	Teacher	Music	smollick@pimatshs.org	952-224-1353	100%	October 2018	October 2018	October 2018	February 2021			

5 meetings



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

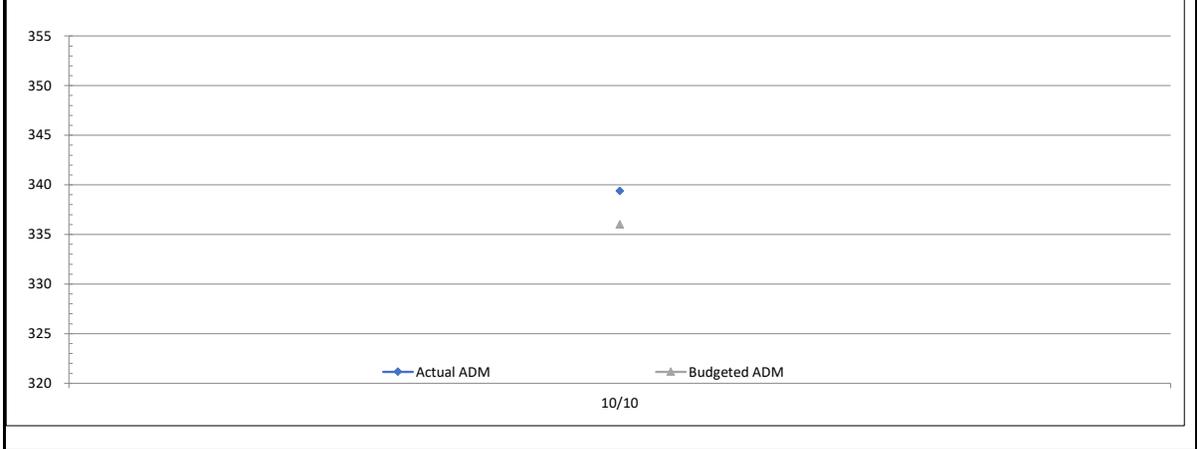
Financial Statements

September 30, 2020

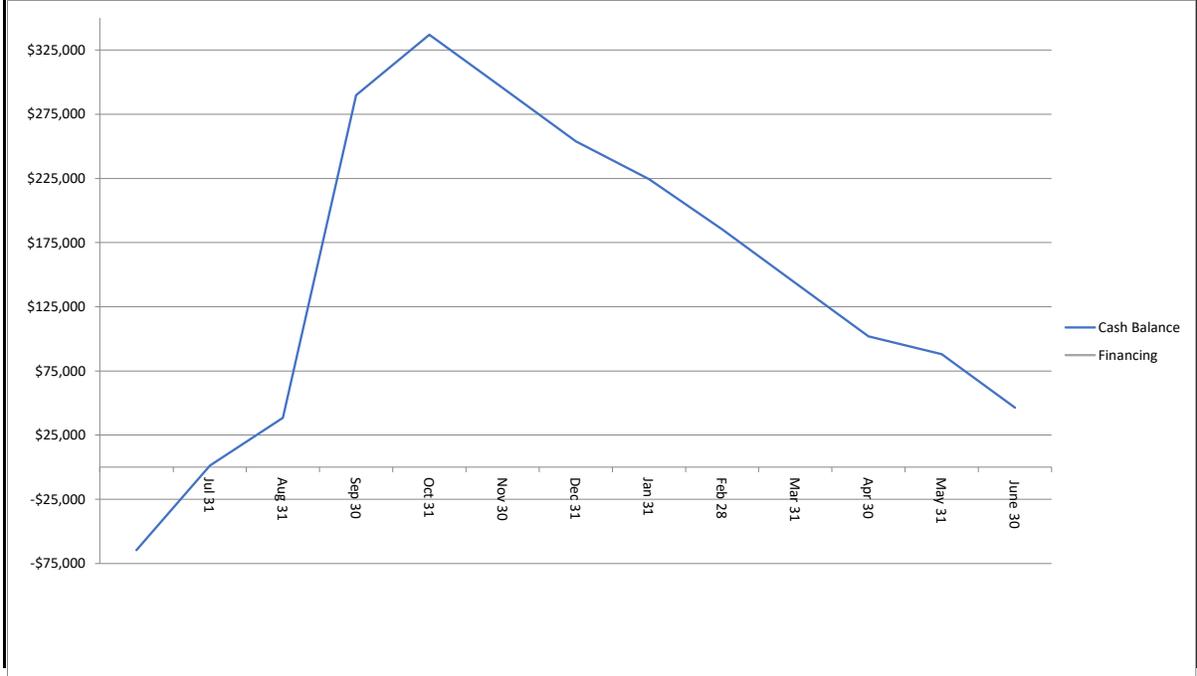
Financial Summary

Resources to Operate Programs (Revenues):		Funds Used to Provide Programs and Services (Expenses):		Excess / Deficit
Approved Budget	\$ 4,528,336	Approved Budget	\$ 4,496,673	\$ 31,663
Budget Forecast	4,607,988	Budget Forecast	4,576,325	31,663
Year to Date	1,077,943 23.39%	Year to Date	721,329 15.76%	356,615

Student Average Daily Membership Summary



Cash Balance Projection



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

Original Budget Estimate	336.00	403.20	WADM
Budget Forecast Estimate	336.00	403.20	WADM
<i>ADM as of the first day of school</i>	<i>339.38</i>	<i>407.26</i>	<i>WADM</i>
<i>ADM as of October 15th, 2020</i>	<i>339.38</i>	<i>407.26</i>	<i>WADM</i>

Finances "At A Glance"

Shows the budgeted and audited revenues and expenditures for FY 20, and the Adopted Budget and Budget Forecast for FY 21. 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 audited information as of June 30, 2020.

Assets:

The cash balance in checking and savings accounts as of the end of the month was \$289,845
 Accounts Receivable from MSSPA ABC for building related costs was \$94,128
 State aids receivable for the prior year are estimated to be a payment of \$130,556
 Federal aids receivable for the current year are estimated to be \$11,473(based on expenses incurred to date).
 The projected amount of state aid holdback for the current year is \$110,4147 at the end of the month.
 Prepaid Employee Insurance Premiums reflects payroll premiums paid for the upcoming month.

Liabilities:

The projected cost of Salaries and Benefits that have been earned by employees at the end of the month but that won't be paid until August 2021 as well as prior month salaries payable is estimated to be \$14,354
 Accounts Payable and Payroll Deductions and Contributions Payable were \$16,272 at the end of the month.

Fund Balance:

The audited beginning Fund Balance amount of \$222,510 represents 5.0% of expenditures.
 The Budget Forecast will provide for an ending Fund Balance of \$254,173 or 5.6% of expenditures.
 Net Income year-to-date is a surplus of \$356,615

Statement of Revenue and Expenditures

Year to Date, 23.39% of budgeted revenues have been received (excluding the state aid holdback estimate).
 Year to Date, 15.76% of budgeted expenditures have been incurred (excluding the current year projected salaries and benefits payable).

Membership Report

Summarizes the Average Daily Membership (for state aid funding purposes), and the Budgeted Enrollments for the year. Enrollment figures are slightly higher than budget at 339 ADM, compared to a budgeted 336.00 ADM. Final financial data will reflect a change compared to current budgeted data. Administration will continue to monitor enrollment and ADM data throughout the year and adjust the budget according to data received.

Cash Flow Projection

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

Supplemental Information - Separate Reports

Bank Reconciliation for the school's bank accounts as of the end of the month.
 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 September 30, 2020

	Adopted Budget 2019-2020	Revised Budget 2019-2020	Audited Actual 2019-2020	Adopted Budget 2020-2021	Budget Forecast 2020-2021	Actual 2020-2021	Percent of Budget Forecast
Average Daily Membership (ADMs)	323	334	333	336	336	339	101.01%
Estimated pupil units	388	401	399	403	403	407	101.01%
General Fund - 01							
Beginning fund balance	\$168,290	\$124,173	\$124,173	\$ 139,635	\$ 222,510	\$ 222,510	
Revenues	4,328,181	4,443,052	4,506,369	4,528,336	4,607,988	1,077,943	23.39%
Expenditures	<u>(4,276,961)</u>	<u>(4,427,590)</u>	<u>(4,408,032)</u>	<u>(4,496,673)</u>	<u>(4,576,325)</u>	<u>(721,329)</u>	15.76%
Change	<u>51,220</u>	<u>15,462</u>	<u>98,337</u>	<u>31,663</u>	<u>31,663</u>	<u>356,615</u>	
Ending fund balance	\$ 219,510	\$ 139,635	\$ 222,510	\$ 171,298	\$ 254,173	\$ 579,125	
Financial Performance Indicators							
Ending fund balance as a percentage of expenditure	5.1%	3.2%	5.0%	3.8%	5.6%		
Days cash on hand							
Cash accounts only						4	\$ 46,446
Requirement						45	564,205
Cash accounts and state/federal aids receivable						24	
Debt service coverage ratio							
Leased building					1.17		
Requirement					1.10		

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

**Balance Sheet
As of September 30, 2020**

	Unaudited Actual 07-01-20	Balance At End of Month
Assets		
Current assets		
Checking and savings accounts		
Choice Bank	(64,576)	289,845
Accounts receivable	76,519	-
Accounts receivable - affiliated building company	93,102	94,128
Accounts receivable - other governmental agencies	-	-
State aids receivable	558,919	130,556
State aids - 10% holdback	-	110,417
Federal aids receivable	46,014	11,473
Prepaid expenses and deposits	36,578	-
Prepaid employee insurance premiums	-	-
Total current assets	746,556	636,418
Total all assets	\$ 746,556	\$ 636,418
Liabilities and Fund Balance		
Current liabilities		
Salaries and wages payable	\$ 148,195	\$ 14,354
Accounts payable	173,008	25,753
Line of credit payable	85,615	914
Payroll deductions and contributions	117,927	11,252
Deferred revenue - food service payments	(700)	5,019
Total current liabilities	524,047	57,293
Fund Balance		
Beginning fund balance	222,510	222,510
Net income to date	-	356,615
Total fund balance	222,510	579,125
Total liabilities and fund balance	\$ 746,556	\$ 636,418

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
Eden Prairie, Minnesota

Statement of Revenues and Expenditures
All Programs Combined
As of September 30, 2020

	Months			3	25.00%
	Preliminary Actual 2019 - 2020	Adopted Budget 2020 - 2021	Budget Forecast 2020 - 2021	Current Year Actual 2020 - 2021	Percent of Budget Forecast
Average Daily Membership (ADMs)	333	336	336	339	101.01%
Estimated pupil units	399	403	403	407	101.01%
General Fund - 01					
Revenues					
State revenues					
General education revenue	\$2,781,053	\$ 2,860,497	\$ 2,860,497	\$ 776,703	27.15%
Q comp	77,505	82,627	82,627	-	0.00%
Endowment fund	13,377	11,511	11,511	7,077	61.48%
Building lease aid	535,205	529,805	529,805	-	0.00%
Long term facilities maintenance revenue	52,714	53,222	53,222	-	0.00%
Special education aid	645,364	675,738	675,738	159,154	23.55%
Safe schools supplemental aid	9,594	-	-	-	-
Other state aids	1,480	-	-	-	-
Prior year under (over) accruals	3,926	-	-	-	-
Projected state aid holdback	-	-	-	110,417	-
Total state revenues	<u>4,120,217</u>	<u>4,213,400</u>	<u>4,213,400</u>	<u>1,053,350</u>	<u>25.00%</u>
Federal revenues					
Federal title programs	38,680	40,747	40,747	3,048	7.48%
Federal CARES Funding (including GEER/ESSER)	-	29,616	109,268	-	0.00%
Federal special education programs	61,316	36,179	36,179	8,425	23.29%
Total federal revenues	<u>99,996</u>	<u>106,542</u>	<u>186,194</u>	<u>11,473</u>	<u>6.16%</u>
Local revenues					
050 Fees from student activities	52,729	33,847	33,847	835	2.47%
051 Transportation fees	6,494	29,012	29,012	-	0.00%
060 Fees from performances	48,890	46,557	46,557	-	0.00%
179 Trip fees	-	-	-	-	-
092 Interest revenue	351	484	484	-	0.00%
093 Licensing of facilities	63,429	50,000	50,000	3,004	6.01%
096 Donations and gifts	61,429	45,000	45,000	2,589	5.75%
099 Other local revenues	1,708	3,095	3,095	6,693	216.24%
621 Sale of materials purchased	1,125	399	399	-	0.00%
639 Loan proceeds	50,000	-	-	-	-
161 National honor society	-	-	-	-	-
163 No shame	-	-	-	-	-
Scholarship fund revenues	-	-	-	-	N/A
Total local revenues	<u>286,156</u>	<u>208,394</u>	<u>208,394</u>	<u>13,121</u>	<u>6.30%</u>
Total revenues	<u>\$ 4,506,369</u>	<u>\$ 4,528,336</u>	<u>\$ 4,607,988</u>	<u>1,077,943</u>	<u>23.39%</u>
Expenditures					
100 Salaries and wages	\$ 1,639,723	\$ 1,686,017	\$ 1,686,017	\$ 270,648	16.05%
200 Benefits	409,542	472,230	472,230	65,603	13.89%
Projected salaries and wages payable	-	-	-	12,500	-
Total salaries and benefits	<u>2,049,264</u>	<u>2,158,247</u>	<u>2,158,247</u>	<u>348,752</u>	<u>16.16%</u>
305 Contracted services	226,332	217,157	217,157	37,952	17.48%
315 Repairs and maintenance - technology	45,758	43,000	43,000	10,915	25.38%
320 Communications services	16,443	16,000	16,000	2,810	17.56%
329 Postage	2,498	2,500	2,500	300	12.00%
330 Utilities	74,824	88,350	88,350	8,336	9.44%
340 Property and liability insurance	30,519	18,154	18,154	7,560	41.64%
350 Repairs and maintenance	7,515	5,000	5,000	1,078	21.55%
360 Contracted transportation	155,241	153,000	153,000	-	0.00%
366 Travel, conferences and staff training	6,096	4,000	4,000	1,545	38.62%
369 Student fees: field trips/registration fees	11,389	6,800	6,800	-	0.00%
348-370 Building lease costs	637,482	681,850	681,850	170,462	25.00%

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	Preliminary Actual 2019 - 2020	Adopted Budget 2020 - 2021	Budget Forecast 2020 - 2021	Current Year Actual 2020 - 2021	Percent of Budget Forecast
370 Instructional rentals	7,273	2,200	2,200	-	0.00%
370 Other rentals and operating leases	2,653	7,500	7,500	-	0.00%
380 Leases and rentals - technology equipment	25,514	20,600	20,600	8,563	41.57%
401 Supplies - non instructional	46,570	35,000	35,000	5,161	14.74%
405 Computer software and licenses (non-instr.)	19,646	20,522	20,522	11,771	57.36%
406 Instructional software licenses	8,424	12,000	12,000	9,986	83.21%
430 Instructional supplies	53,946	45,000	45,000	4,265	9.48%
456 Instructional technology supplies	1,704	2,052	2,052	69	3.36%
460 Textbooks and workbooks	2,161	2,932	2,932	-	0.00%
461 Standardized tests	11,019	10,500	10,500	-	0.00%
490 Food purchased	550	3,614	3,614	(700)	-19.36%
520 Building improvements	-	-	-	-	-
530 Equipment purchased	71,448	10,000	10,000	-	0.00%
555 Technology equipment purchased	-	-	-	-	-
556 Technology equipment	22,714	7,500	7,500	1,199	15.99%
580 Capital lease principle payments	58,745	60,000	60,000	13,343	22.24%
820 Dues, memberships and other fees	31,394	30,783	30,783	1,881	6.11%
896 Taxes	5,000	-	-	-	0.00%
899 Budget contingency	-	-	-	-	0.00%
Scholarship fund expenses - legacy	2,250	6,000	6,000	4,000	66.67%
Scholarship fund expenses - JJ ramstad	250	1,000	1,000	-	0.00%
Special education - state					
100 Salaries and wages	348,113	375,564	375,564	44,913	11.96%
200 Benefits	85,171	86,404	86,404	8,930	10.34%
360 Contracted transportation	77,499	101,961	101,961	-	0.00%
394 SPED other fees for student services	163,168	153,916	153,916	1,273	0.83%
433 Special ed instructional supplies	619	1,026	1,026	-	0.00%
Total state special ed expenditures	674,570	718,871	718,871	55,115	7.67%
Special education - federal					
303 Contracted services-federal programs	18,000	18,470	18,470	8,250	44.67%
315 Technology support services	1,600	2,463	2,463	-	0.00%
366 Travel, conferences and staff training	200	205	205	175	85.37%
372 Occupational therapy services	9,019	-	-	-	-
377 licensed social worker services	17,682	-	-	-	-
378 Licensed psychologist services	9,794	10,261	10,261	-	0.00%
401 Non-instructional supplies	522	1,368	1,368	-	0.00%
433 Individualized instructional supplies	3,341	3,412	3,412	-	0.00%
Total federal special ed expenditures	60,158	36,179	36,179	8,425	23.29%
Title - federal					
100 Salaries and wages	26,745	27,246	27,246	2,526	9.27%
200 Benefits	7,295	7,080	7,080	522	7.37%
303 Contracted services-federal programs	-	-	-	-	-
360 contracted transportation	-	646	646	-	0.00%
366 Travel, conferences and staff training	3,640	3,735	3,735	-	0.00%
389 Staff tuition reimbursements	1,000	2,039	2,039	-	0.00%
Total title expenditures	38,680	40,746	40,746	3,048	7.48%
Federal CARES, Including CRF Funding					
100 Salaries and Wages	-	10,000	18,500	-	0.00%
200 Benefits	-	4,416	4,416	-	0.00%
305 Contracted Services	-	4,000	14,702	1,168	7.94%
401 Non-Instructional Supplies	-	10,000	51,750	724	1.40%
405 Non-Instructional Software	-	1,200	19,900	3,600	18.09%
Total Federal CARES, Including CRF	-	29,616	109,268	5,492	5.03%
Total expenditures	\$ 4,408,032	\$ 4,496,673	\$ 4,576,325	\$ 721,329	15.76%
General fund net income	\$ 98,337	\$ 31,663	\$ 31,663	\$ 356,615	

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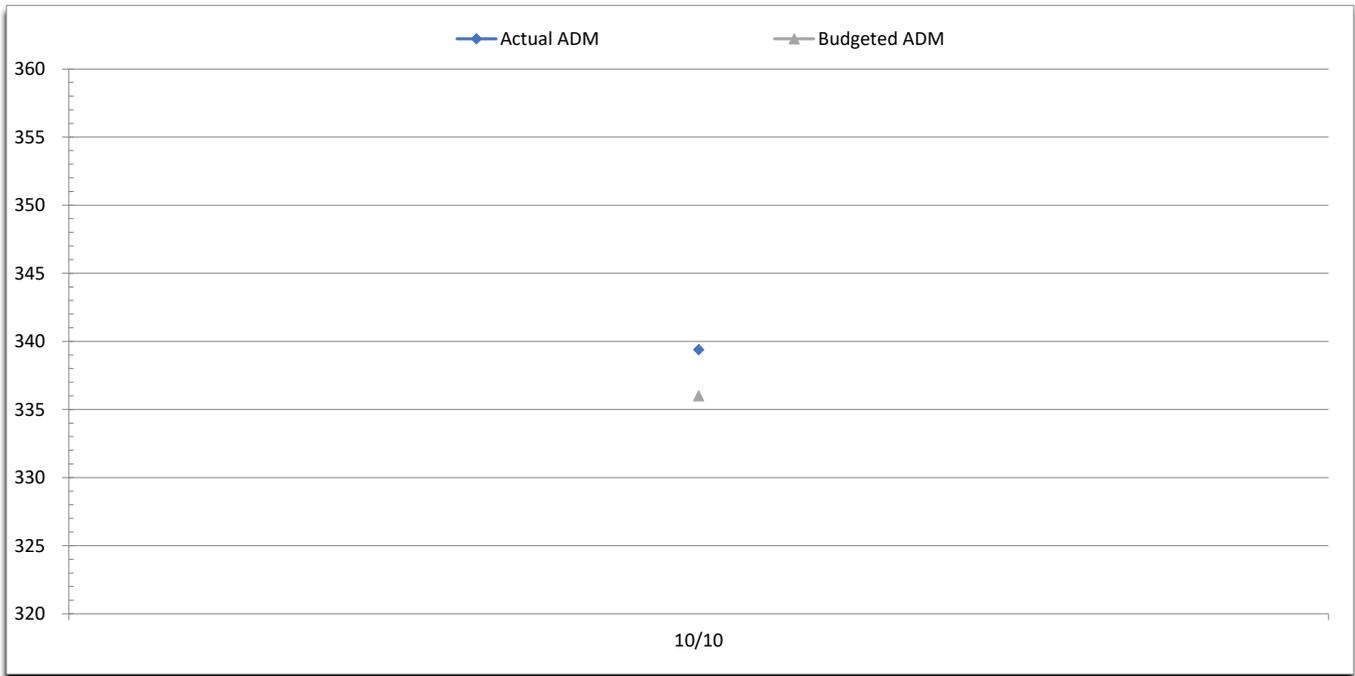
	Preliminary Actual 2019 - 2020	Adopted Budget 2020 - 2021	Budget Forecast 2020 - 2021	Current Year Actual 2020 - 2021	Percent of Budget Forecast
Total All Funds					
Revenues					
State revenues	\$ 4,120,217	\$ 4,213,400	\$ 4,213,400	1,053,350	25.00%
Federal revenues	99,996	106,542	186,194	11,473	6.16%
Local revenues	286,156	208,394	208,394	13,121	6.30%
Total revenues	\$ 4,506,369	\$ 4,528,336	\$ 4,607,988	1,077,943	23.39%
Expenditures					
100 Salaries and wages	\$ 2,014,581	\$ 2,098,827	\$ 2,107,327	330,586	15.69%
200 Employee benefits	502,007	570,130	570,130	75,055	13.16%
300 Purchased services	1,551,142	1,563,807	1,574,509	260,387	16.54%
400 Supplies and materials	148,501	148,626	209,076	34,876	16.68%
500 Equipment	152,907	77,500	77,500	14,542	18.76%
800 Dues and memberships; fees; other expenses	36,394	30,783	30,783	1,881	6.11%
Scholarship fund expenses - legacy	2,500	7,000	7,000	4,000	57.14%
Total expenditures	\$ 4,408,032	\$ 4,496,673	\$ 4,576,325	721,329	15.76%
Total revenues all funds	4,506,369	4,528,336	4,607,988	1,077,943	23.39%
Total expenditures all funds	\$ 4,408,032	\$ 4,496,673	\$ 4,576,325	721,329	15.76%
Net income - all funds	\$ 98,337	\$ 31,663	\$ 31,663	356,615	

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**PiM Arts High School
Eden Prairie, Minnesota
Membership Report
2020 - 2021 School Year**

Actual Average Daily Membership (ADM) Based on MARSS Data Submitted												
	Grade	10/10	11/7	12/3	1/7	2/11	3/9	4/8	5/8	6/1	6/30	End of Year
Grand Total	9	74.03										
	10	79.92										
	11	102.89										
	12	82.54										
			339.38	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Budgeted ADM												
	Grade	10/10	11/7	12/3	1/7	2/11	3/9	4/8	5/8	6/1	6/30	End of Year
Grand Total	9	68.00	68.00	68.00	68.00	68.00	68.00	68.00	68.00	68.00	68.00	68.00
	10	82.00	82.00	82.00	82.00	82.00	82.00	82.00	82.00	82.00	82.00	82.00
	11	104.00	104.00	104.00	104.00	104.00	104.00	104.00	104.00	104.00	104.00	104.00
	12	82.00	82.00	82.00	82.00	82.00	82.00	82.00	82.00	82.00	82.00	82.00
			336.00	336.00	336.00	336.00	336.00	336.00	336.00	336.00	336.00	336.00



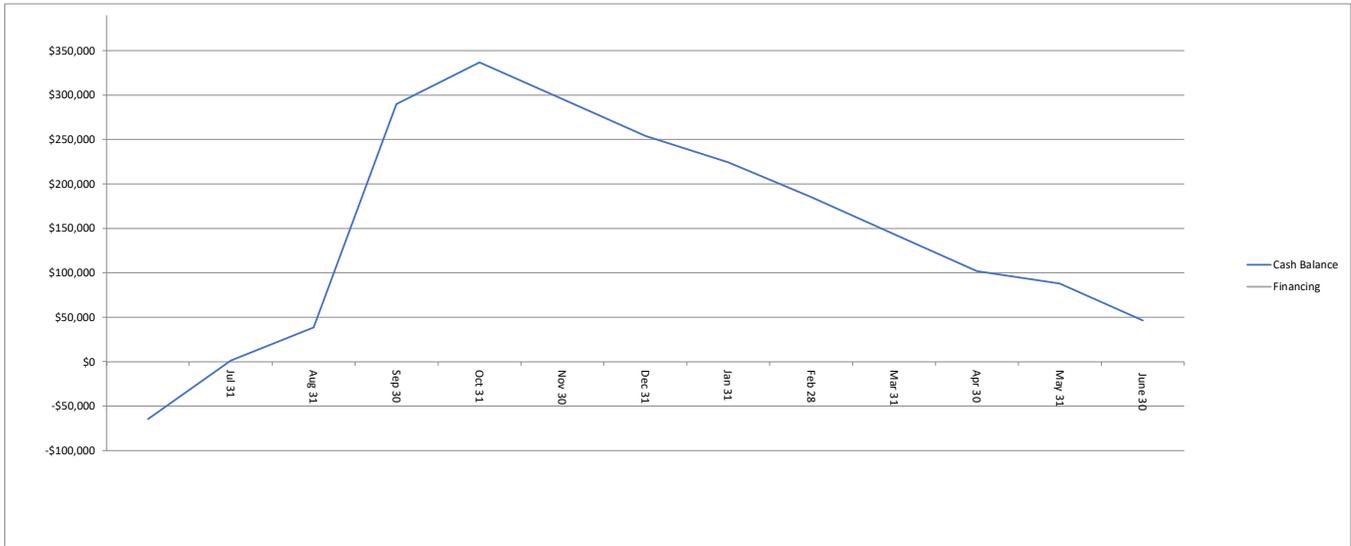
**PiM Arts High School
Eden Prairie, Minnesota
Cash Flow Projection Summary
2020 - 2021 School Year**

Period Ending	Cash Inflows						Cash Outflows				Cash Flow Financing	Balance
	State Aid Payments	Federal Aid Payments	Other Receipts*	Prior Year State Holdback	Prior Year Federal Holdback	Total Receipts	Salaries and Benefits**	Building Lease Payments	Other Expenses***	Total Expenses		
							Beginning Balance				\$ 85,615	\$ (64,576)
Jul 31	310,177	-	76,289	\$ -	\$ 23,898	\$ 410,364	192,189	56,821	135,256	\$ 384,266	39,645	1,167
Aug 31	310,840	-	3,729	235,708	22,117	572,394	110,242	56,821	242,839	409,902	(125,260)	38,399
Sep 30	321,916	-	17,759	192,655	-	532,330	145,991	56,821	78,072	280,884	-	289,845
Oct 31	316,570	18,619	12,291	88,695	-	436,175	247,671	56,821	84,539	389,030	-	336,990
Nov 30	316,570	18,619	12,291	-	-	347,480	247,671	56,821	84,539	389,030	-	295,439
Dec 31	316,570	18,619	12,291	-	-	347,480	247,671	56,821	84,539	389,030	-	253,889
Jan 31	316,570	18,619	12,291	12,003	-	359,482	247,671	56,821	84,539	389,030	-	224,341
Feb 28	316,570	18,619	12,291	2,322	-	349,802	247,671	56,821	84,539	389,030	-	185,112
Mar 31	316,570	18,619	12,291	-	-	347,480	247,671	56,821	84,539	389,030	-	143,562
Apr 30	316,570	18,619	12,291	-	-	347,480	247,671	56,821	84,539	389,030	-	102,011
May 31	316,570	18,619	12,291	27,536	-	375,016	247,671	56,821	84,539	389,030	-	87,996
June 30	316,570	18,619	12,291	-	-	347,480	247,671	56,821	84,539	389,030	-	46,446
Projected Totals	3,792,060	167,575	208,394	558,919	46,014	4,772,962	2,677,457	681,850	1,217,018	4,576,325	-	-

* Other Receipts include changes in Accounts Receivable and Prepaid Expenditures

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

*** Other Expenses include changes in Accounts Payable



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Community Connections and Partnerships

In 2019-2020 we maintained a high level of connections and partnerships with outside arts entities. We had guest artists conduct masterclasses, address students, and share insight and strategies to our student artists about how to approach and succeed as an artist in today's ever-changing landscape. With our own performance and rehearsal space, we have raised the level of collaboration with community partners. We have partners working in our building throughout the day and into the evening.

Creative Partnerships:

PiM is sponsoring two groups who offer artistic training to young artists, with the intention they grow to love the space and attend as high school students. Stages Theatre Company is offering its Conservatory program in our space on Saturdays, where we will host over 125 young actors each week. Midwest Ballet is also offering classes in the evenings aimed at high quality ballet training on many levels. Inspire Dance is basing its studio out of our space, and is offering over 20 classes/week. North Star Irish Dance is also offering classes.

PiM Currently has two artist groups in residence, who will work with our students, rehearse, and perform out of our space. Trademark Theatre Company will offer readings and performances for the public, and specialized theatrical training for our students. Black Label Movement has been rehearsing in our space, will perform, and work with our students on the new and continuing Body Storming workshops they have developed in cooperation with Scientists at the University of Minnesota.

PiM is also partnering with the City of Eden Prairie in hosting the Eden Prairie Players, a community based theatre, hosting EP Players rehearsal and performance for their shows.

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

Jeremy Messersmith	Phil Colgan
JohnMark Hostetler	Vijay Dixit
Les Ballet de Monte Carlo	Bob Davis
Rachel Miller	Dr. David Ode
Laura Osterhaus	Christine Wade
Molly Hagen	Jay Owen Eisenberg
Winona Wilms	Jeff Trodhal
Emmanuel Freeman	Rick Miller
Theo Langason	Tim Dufault
Chris Bates	Emily Flink
Aaron Preuss	Mellisa Hart

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