

PiM Arts High School
Annual Report
October 3, 2022

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

Beginning in the 20-21 school year, we tracked student success and credits earned and/or lost and constantly adjusted to student needs. The board approved waiving non-essential elective credits not earned during this time and we gave students a No Credit instead of a grade of F on transcripts/report cards. We did not continue this practice in the 21-22 school year; however, teachers continued to practice compassionate flexibility and had been trained in focusing only on the essentials of their content. We experienced less significant credit loss as in 21-22, but we continued to offer remediation of core credits over the summer via PLATO- an online resource for self directed study in which students can earn that credit back. We sent individual letters to all families with credits needed to be remediated, including summer school options as well.

Increase Learning Opportunities For All Pupils

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

success and continues to grow; it is the largest major offered at PiM. The depth of knowledge students get in their artistic area far exceeds state and national standards, and the time dedicated to artistic growth gives our students a clear advantage as they move on to their chosen post-secondary existence.

A.2 Accountability Plan Goals:

Testing overview: In general, testing resumed as usual in the 21-22 school year. However, due to the school going into Distance Learning at the end of the year for a few weeks, we had fewer 9th/10th grade students complete their Spring NWEA Testing in Math and Reading. We also had a significant number of families opt out of 21-22 MCA testing, particularly in Math with only 38 juniors taking the MCA Math test. Reading and Science had much better participation, but still had families opting their students out.

Please see Appendix A for score reporting.

1.1 MCAs: We were able to proctor the MCAs for Science, Reading and Math this year with little interruption. However, as indicated above, we had a significant opt out rate from families, primarily in Math, with only 38 juniors completing the test. Both Reading and Science tests also had families opt out, just not at as high a rate. Due to this, from an administrative standpoint, we do not think the numbers are true indicators of student ability in the area of Math. Proficiency is accounted for in *Appendix B*.

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

1.3 MDE is no longer providing MCA Growth data.

1.4 NWEA: We were largely able to conduct the NWEA Fall Reading and Math tests for all 9th and 10th grade students; however, due to going distant at the end of the year for a few weeks, we did not get as many students to take their Spring Reading and Math tests. In the Fall Reading testing, in both 9th and 10th grade, over 80% (9th- 81%, 10th 89.8%) of our students were showing scores at or about the national median. In the Fall Math testing, over 60% of our 9th and 10th grade students were performing at or above the national median (9th- 67.5%, 10th- 64.1%).

In the Spring Reading test, we had approximately 20 fewer students in each grade complete the test. However, the scores indicate that 79.7% 9th grade students and 71.4% 10th grade students were testing at or above the national median.

Similarly, in the Spring Math NWEA testing, we had approximately 20 fewer 9th grade students and 35 fewer 10th grade students complete the testing. Those that tested showed that 65.2% of 9th grade students and 71.4% of 10th grade students were testing at or above the national median.

1.5 As stated, there were fewer students tested in the Spring due to PiM going distant for a few weeks. In Reading, there were fewer students showing growth from Fall to Spring with 37% 9th and 10th graders meeting their growth target RIT scores. Because PiM students generally test at or above national medians, we know that the rate of growth can sometimes be less. In Math, there was greater growth with 54.2% of 9th and 10th grade students showing growth. Our goal with QComp in the 22-23 school year is to increase the percentage of students meeting their growth targets to 56.2%.

1.6 Graduation Rate: While we have not received our final graduation rate confirmation from MDE for the 21-22 school year, we know that 2020-21 graduation rate for the students who were enrolled October 1, 2020 as seniors to be 71.6%. In addition to the pandemic and credit loss that resulted from that, historically and presently, we have a number of students throughout the senior year who transfer to other programs, who realize they are not going to graduate on time, or who determine another school to be a quicker route to graduation. PiM requires 56 credits for graduation, where the state requirement is 43. These additional requirements are largely in arts classes, which speaks to the rigor of our programming. Students who join PiM struggling academically or behind in credits can find it difficult to meet our graduation requirements in 4 years. This is one of the biggest impacts on our graduation percentage rate. This is data we have regarding our seniors in the 21-22 school year:

- 117 Senior enrolled total throughout the year
- 104 enrolled at the time of graduation
- 94 Graduates
- 3 still enrolled with us for the 2022-2023 school year
- 9 transferred to another program
- 5 dropped out or had 15-day withdrawal
- 3 were completing a 5th-year

1.7 ACT+Writing: PiM Arts High School administered the ACT+Writing in accordance with state mandate. We are finding that because colleges and universities no longer require college entrance exams for admittance, fewer students are taking the ACT on our district testing day. On the statewide school day administration, 26 juniors took this test. Our students continue to perform strongly in Reading and English.

1.8 We did not have any EL students enrolled in the 21-22 school year.

1.9 See 1.2 and *Appendix B*

1.10 **Mission Specific, School-wide stage performance/exhibition Goal:** As an arts high school, a large part of what we believe makes students grow and become collaborative members of society after PiM is their participation in the various artistic opportunities provided to them at PiM. We were very happy to have a more “regular” performance/gallery calendar in the 21-22 school year as we ease out of social distancing/pandemic protocols. Our Advisors have continued to keep records and document the following to

administration: A total of 89.6% of our students participated in artistic opportunities. This met our QComp Goal of 85% of our students participating in their arts area.

1.11 In data collected by our school counselor and our post PiM planning volunteer counselor, 76% of our graduating class were enrolled or accepted into a post secondary program. The remaining students indicated entering the workforce or taking a gap year.

1.12 Advanced Placement: 71 students were enrolled in one or more of our 8 offered AP Courses. Our AP Test participant numbers increased significantly from the previous year with 61 total students taking a total of 74 exams. Scores continue to be in line with Minnesota scores with 74.3% 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.

PSEO: In 21-22, we had 11 students participate in PSEO. Of those, 4 were full time PSEO while the others alternated between their college courses and taking courses at PiM. College and Career Readiness data can be found in the College/Career Preparation Activities Chart in *Appendix B*.

Link to 22-23 Testing Calendar:

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

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

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

Parent contact and feedback is a vital part of our community approach to student growth. We include parent feedback opportunities throughout the school year including the end of year parent satisfaction survey. Beyond the survey however, we work to be responsive to parent concern and feedback. The results from the 2021-2022 survey can be found in *Appendix D*.

A.5 Curriculum: Our course requirements and offerings support MN State standards, the Common Core ELA, and the National Common Core Standards in the Arts. Students earn one credit for one-quarter class. Students take four courses a day, a quarter. If students are

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

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

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

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

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

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

A6. Scheduling: PiM Arts High School follows a block schedule, which allows for a semester's worth of content to be covered in a single quarter. The longer classes work great for our music, theatre, and dance classes providing an appropriate amount of time to dig into material. Limiting the number of classes students take has been helpful in assisting students focus on assigned material. The block schedule also prepares students for longer class periods in college. The downside of a block schedule is that new conflicts arise yearly from our limited space and staffing issues. Some classes need to overlap in a schedule, or are unavailable yearly. We also find that the loss of learning in Math and Spanish can be great from year to year. This makes our school wide student 4-year planning very important.

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

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

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

Teacher Practice (45% of the Summative Evaluation)

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

Student Outcomes (35% of the Summative Evaluation)

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

Student Engagement (20% of the Summative Evaluation)

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

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

A8. Innovative Practices

PiM Digital Network

We continue to expand the offerings and ability to gather for performance and art appreciation through our PiM Digital Network. The network gave an opportunity to view performances by those who weren't able to attend live performances in person.

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

A.9 Awards: Visual and Media Arts students received 86 Scholastic Competition Awards including 6 National Medal Award winners and 36 Spotlight Awards from Hennepin Theatre Trust for our Theatre/Musical Theatre Productions.

Section B: Governance and Operational Elements

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

B1. Teacher and Administrative Licensure-:

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

B2. School Management and Administration: PiM Arts High Schools' administrative structure consists of a strong team of individuals who have a depth of experience, knowledge, and demonstrate strength in collaborative problem solving. Matt McFarlane, Executive Director, is the lead administrator and reports directly to the Board of Directors. Reporting to the Executive Director are Cassy Schauwitzer, Director of Teaching and Learning, Tania Montgomery, Director of Student Life, and Rob Thompson, Director of Outreach, Marketing, and Communications. The Executive Director has finance and facility responsibility, and oversees external contracts. The Executive Director leads the

administrative team, and provides oversight for the Business Manager, Office Manager, Counseling office, and School Nurse. The teaching staff is observed and evaluated by the Director of Teaching and Learning. The Director of Student Life is the primary contact for student direction and discipline. Our special education director is Jennifer Heieie from Indigo Special Education Services, and coordinated on site by Paul Johnson. Rob Thompson is our Outreach, Marketing and Communications Director, assisted by Rachel Brady, and Simone Richie. This team-based leadership structure has provided stability in the learning environment and is effective in its ability to provide growth and guidance in their area of focus. Our organizational structure can be found in *Appendix F*.

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

B3. Strengths, Challenges, and Future Plans: PiM's students, staff, and facility have all demonstrated themselves as strengths as our identity as a school and arts institution continues to move forward. Our greatest strength is the people who craft the identity of PiM- our staff, students, parents, and supporters. PiM is a special place where students can find an experience like no other.

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

Growth in our visual and media arts departments as well as Musical Theatre are strengths in building a healthy student body in terms of ADM. We currently have 380 students enrolled in our program with a budgeted ADM of 366. Our audited fund balance at the end of 2021-2022 school year was \$826,853, or 15.1% of the total budget. What had once been a major area of concern and growth is now a staple of our stability.

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

B4. Student Enrollment and Admissions Trends: PiM Arts High School serves high school students in grades 9-12. Our current enrollment as of October 1, 2022 is 380 students. We continue to see enrollment growth preceded by interest in shadowing, information sessions, and enrollments submitted by potential students. Growth Leaders in

terms of departments this year are Visual Arts, Media Arts, and Musical Theatre. Enrollment trend chart can be found in *Appendix G*.

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

B5. Community Connections and Partnerships: PiM Arts High School 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 I*.

B.6 Board Member Orientation and Training Plan: New PiM Arts High School board members meet with the Executive Director and the Board Chair in August for a formal orientation session prior to the first board meeting. This includes a board book, a description of board member responsibilities, access and orientation to board materials in the board drive, and a copy of school policies and procedures. New board members will initiate the training requirements within 6 months of joining the board. Our finance manager from BergenKDV will provide ongoing training in the area of finance for all board members. Ongoing training options from MACS have also been offered to board members, as well as in-meeting training for all board members. The Executive Director monitors and ensures board members receive training in a timely manner in accordance with state statutes.

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

Section C: Financial Elements

C.1 Current Financial Position: The current enrollment is 380 with a projected ADM of 366. 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 366 students. We will be making adjustments to keep the budget inline with actual ADM figures. The finance committee and the board will continue to closely monitor student numbers as it impacts the budget for FY23. Our fund balance currently is at 15.1% within the range of our policy, and are projecting a surplus of \$23,316 at the end of the fiscal year.

Previous year ADM Analysis: Our approved revised budget for 2021-2-22 was based on an ADM of 360 We had excellent retention and ended the year with an ADM of 360.54.

Bond Covenants: We ended 2021-2022 with an average of 25 days cash on hand, falling short of the 45 days cash requirement in our bond covenants. Our debt service coverage was 1.11 which does meet the requirements of our bond covenants.

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

C3. Awards: PiM Arts High School won the MDE Finance Award for the 2021 and 2022 fiscal years.

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 21-22 (1.4, 1.5)

NWEA % At or Above National Median – Reading				NWEA % At or Above National Median – Math			
	<u># of Students Tested, FALL</u>	<u>% At or Above National Median</u>	<u># At or Above National Median</u>		<u># of Students Tested, FALL</u>	<u>% At or Above National Median</u>	<u># At or Above National Median</u>
Grade 3				Grade 3			
Grade 4				Grade 4			
Grade 5				Grade 5			
Grade 6				Grade 6			
Grade 7				Grade 7			
Grade 8				Grade 8			
Grade 9	79	71	89.8%	Grade 9	80	54	67.5%
Grade 10	83	68	81.9%	Grade 10	81	52	64.1%
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	61	49.1%	30	Grade 9	61	49.1%	30
Grade 10	68	26.4%	18	Grade 10	46	60.8%	28
Grade 11				Grade 11			
Grade 12				Grade 12			
Overall				Overall			

MCA Proficiency Template (1.1)

Percent Meeting or Exceeding on MCA Reading 2021-2022 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	65	46%	23%
Overall			

Percent Meeting or Exceeding on MCA II/III Math 2021-2022 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	38	18%	0%
Overall			

MCA Proficiency (1.2, 1.9)

Reading MCA	Total students tested	State Proficiency	PiM Proficiency
FRL	3	31.5%	66.7%
Hispanic/Latino	12	66.7%	31%
Native American	NA		NA
Asian	1	46%	0%
Black or African	1	30.7%	0%

American			
Native Hawaiian/Pacific Islander	1	28.7%	100%
White	43	59.4%	72.1%
Two or more races	7	48.9%	71.4%
Special Education	11	25.7%	63.6%

Math MCA	Total students tested	State Proficiency	PiM Proficiency
FRL	2	23.4%	0%
Hispanic/Latino	5	22%	0%
Native American	NA		NA
Asian	2	42%	50%
Black or African American	2	20%	0%
Native Hawaiian/Pacific Islander	NA		NA
White	21	54%	14.3%
Two or more races	8	40%	37.5%
Special Education	6	23.8%	16.7%

PiM Arts High School Spring 2022 ACT Subject Area average test scores and percentages of tested juniors who attained the benchmark score or higher. 26 students tested on the District Testing Date and 18 students tested on National Testing dates.

Spring 2022 Data
(1.7)

Subject Area	2022 PiM Average Test Scores	Benchmark
Reading	23.6	22
English	21.5	18
Mathematics	19.0	22
Science	21.1	23
Composite	21.5	NA

Student Group	CCRS Range	Year	English	Math	Reading	Science
			%	%	%	%
PERFORMING INSTITUTE OF MINNESOTA ARTS HIGH SCHOOL	33 to 36	2021-2022	5	0	5	0
PERFORMING INSTITUTE OF MINNESOTA ARTS HIGH SCHOOL	28 to 32	2021-2022	7	2	20	2
PERFORMING INSTITUTE OF MINNESOTA ARTS HIGH SCHOOL	24 to 27	2021-2022	23	14	20	27
PERFORMING INSTITUTE OF MINNESOTA ARTS HIGH SCHOOL	20 to 23	2021-2022	39	23	34	41
PERFORMING INSTITUTE OF MINNESOTA ARTS HIGH SCHOOL	16 to 19	2021-2022	11	43	11	20
PERFORMING INSTITUTE OF MINNESOTA ARTS HIGH SCHOOL	13 to 15	2021-2022	11	18	9	9
PERFORMING INSTITUTE OF MINNESOTA ARTS HIGH SCHOOL	01 to 12	2021-2022	5	0	0	0

3		College and Career Preparation Activities Reporting										
						2021-2022 Enrollment						
<i>Opportunities</i>		<i>Total</i>	<i>FRL</i>	<i>EL</i>	<i>SpEd</i>	<i>American Indian or Alaska</i>	<i>Black or African American</i>	<i>Hispanic or Latino</i>	<i>Native Hawaiian or Pacific</i>	<i>Asian</i>	<i>White</i>	<i>Two or more races</i>
Ramp Up To Readiness Curriculum		All Students	28	0	70	4	22	50	1	9	290	50
AP Classes (8 courses ran)		71	3	0	3	1	5	8	1	3	43	10
Individual Meetings with Post PiM Planning Counselor		Offered to all Juniors and Seniors		0	Not tracked in 21-22	Not tracked in 21-22	NA	NA	NA	NA	NA	NA
Careers Classes (3 total)		14	3	0	5	0	2	3	0	0	8	1
College Visits during lunch		All students	28	0	70	4	22	50	1	9	290	50
PSAT NMSQT Test		32	2	0	3	0	2	1	24	1		4
ACT Test		26	1	0	4	0	1	1	0	1	20	3
PSEO		11	1	0	1	0	0	1	0	0	9	1

Professional Development Offerings

School Name: *PiM Arts High School*

Year Reported On: SY2022

				Audience (e.g. all staff, math teachers, Title IX staff)	Required ? Y or N
	Training Title	Training Provider		Date/s	
1	Racial Equity Change	Umar Rashid; Taharka Industries	all staff	August 24, 2021	y
2	Special Education for General Education	Paul Johnson, SpEd Site Director	all staff	August 27, 2021	y
3	Antiracism: White Supremacy & Individualism	Umar Rashid; Taharka Industries	all staff	Sept. 24, 2021	y
4	Arts In Academic Classrooms	Arts Staff	all staff	Dec. 13, 2021	y
5	School Culture and Practice	Umar Rashid; Taharka Industries	all staff	Dec. 3, 2021	y
6	Making Meaning in Racial Equity Change	Umar Rashid; Taharka Industries	all staff	Feb. 22, 2022	y
7	Implementing Change	Umar Rashid; Taharka Industries	all staff	Apr. 29, 2022	y

5th Block Activities - Quarter 1, 2022**“The All Night Strut” - Fall Musical Revue**

Description: A revue of great jazz music from the 20s, 30s and 40s. The Revue will be performed in the White Box Theatre October 14-16. **Auditions were required.**

Directors: Rob Thompson (rthompson@pimartshs.org) and James Deignan (james.deignan@pimartshs.org)

Rehearsals: Mondays thru Fridays during 5th block in the White Box Theatre and Room 155.

Civil Discussion Club

Description: Giving students the opportunity to discuss issues that affect them in a civil and considerate manner.

Advisor: Mike Fabisch (mike.fabisch@pimartshs.org)

Meetings: Thursdays during 5th block in Room 124

D&D Club

Description: Dungeons and Dragons! We'll be running several campaigns, and everyone is welcome.

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

Meetings: Tuesdays during 5th block in Room 201

Good Ones Magazine (PiM Literary Magazine)

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

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

Meetings: Mondays and Fridays during 5th block in Room 127

MARMY (Media Arts Army)

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

Advisor: Mr. Raasch (john.raasch@pimartshs.org)

Meetings: Wednesdays during 5th block in Room 127 and at performances as needed

Murals Crew

Description: Help design and paint murals around the school to make our building more colorful! Some experience with paint is required but you do not need a lot of experience to join!

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

Meetings: Wednesday during 5th block, Room 143

National Art Honor Society (NAHS)

Description: NAHS provides opportunities for recognition, scholarships, leadership experience, national awards, service opportunities, and connections with others.

Advisor: Julie Fowler (julie.fowler@pimartshs.org)

Meetings: Tuesday during 5th block in Room 130

National Honor Society (NHS)

Description: Focus on volunteerism and community service. By application only at beginning of school year

Advisor: Cassy Schauwitzer (cschauwitzer@pimartshs.org)

Meetings: Wednesdays before school in Main Office Conference room. Activities are Monday-Friday based on need/availability.

National Honor Society for Dance Arts (NHSDA)

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

Advisor: Lara Ciganko (lciganko@pimartshs.org)

Meetings: Wednesdays during Advisory in Studio 164

No Shame Gallery Crew

Description: No Shame Gallery Crew meets to install the artwork in the monthly No Shame Gallery! We work together to construct re-usable matboards/frames, arrange artwork, as well as put up and take down each gallery. All students from all majors are welcome to join!

Advisors: Sunnie Helms (sunnie.helms@pimartshs.org)

Meetings: Wednesdays during 5th block in Room 143

"Proof" - Fall Play

Description: One of three offerings for actors this fall. This show is an "intensive" experience. 4 actors carry the story-telling obligation. Synopsis: Catherine has inherited her late father's mathematical brilliance, but she is haunted by the fear that she might also share his debilitating mental illness. She has spent years caring for her now-deceased father, and upon his death, she feels left alone to pick up the pieces of her life without him. Caught between a new-found connection with Hal, one of her father's former students, and the reappearance of her sister, Claire, Catherine finds both her world and her mind growing increasingly unstable. Then Hal discovers a groundbreaking proof among the 103 notebooks Catherine's father left behind, and Catherine is forced to further question how much of her father's genius or madness will she inherit. Winner of the Pulitzer Prize for Drama, David Auburn's Proof is a passionate, intelligent story about fathers and daughters, the nature of genius, and the power of love. **Auditions were required.**

Director: William T. Leaf (wleaf@pimartshs.org)

Rehearsals: Tuesdays thru Fridays during 5th block in the Loading Dock Theatre

Puzzle Club

Description: Come and join other puzzle doers! We will have tabletop puzzles, as well as brain games (sudoku, crossword, word search). If you have a specific puzzle you would like to do or try let me know and we can make it happen!

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

Meetings: Wednesdays during 5th block in Room 207

Student Ambassadors

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

Advisor: Ms. Montgomery (taniamontgomery@pimartshs.org)

Meetings: As needed.

Tabletop Gaming Club

Description: Come learn new board games, trading card games, playing card games, and other tabletop games or share some of your own favorites! All experience levels are welcome! Please email Mr. Kvale at aaron.kvale@pimartshs.org if interested so we can plan for your interests and tastes in gaming.

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

Meetings: Thursdays during 5th block in Room 122

Threads and Things

Description: Have you ever wanted to learn how to or are proficient in the folk arts such as knitting, crocheting, tatting, embroidery and other folk related arts? Learn the skills with basic projects or enhance your skills with more advanced projects. You will need to purchase your own supplies, however if you need assistance don't let that deter you from joining us. It is the hope we can do some community service projects as well. Classroom Code is located outside room 164 and on the cafeteria board.

Advisor: Lara Ciganko (lciganko@pimartshs.org)

Meetings: Wednesdays during 5th block in Studio 164 beginning September 14th

Visual Arts Council

Description: Visual Arts leadership group. Application available in Google Classroom and on Vis call board

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

Meetings: Thursdays during 5th block in Room 131

Winds, Strings, and Electric Things

Description: All-are-welcome music-making - we may play as a large group and/or organize small groups based on musical styles, skill sets, and instruments.

Advisor: Steve Mollick (smollick@pimartshs.org)

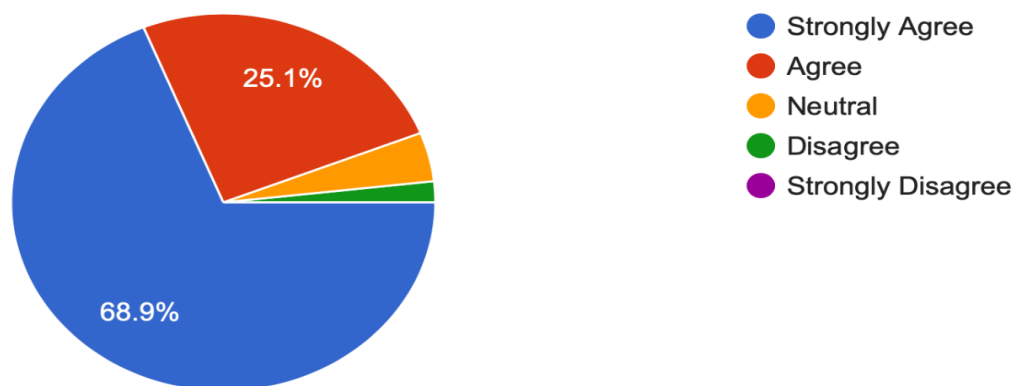
Meetings: Thursday during 5th block in Room 156

PiM Parent Survey Responses 2021-2022

Part I - 167 Responses (43% Response Rate)

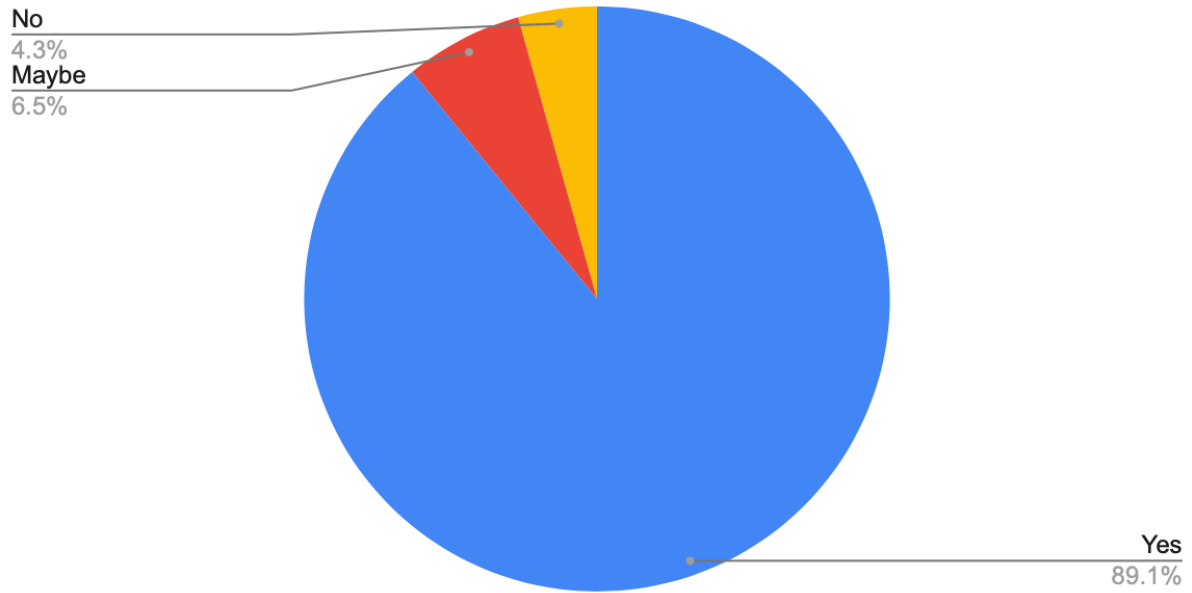
Overall, our family is satisfied with the PiM Arts High School

167 responses

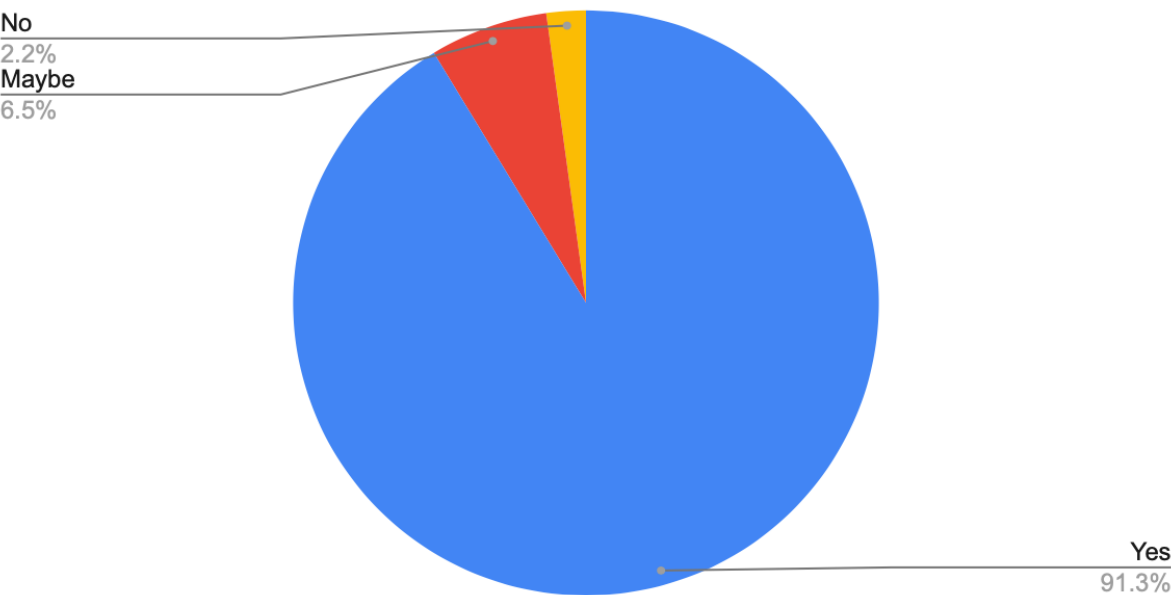


Part II - 47 respondents

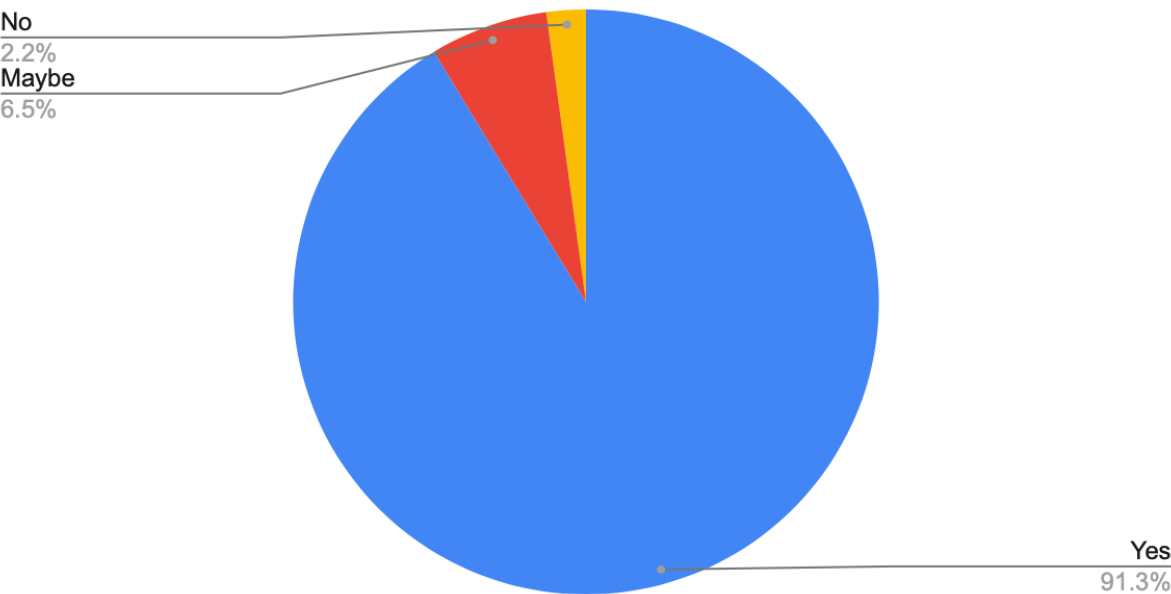
Count of The school creates a structured environment that includes expectations and outcomes for students.



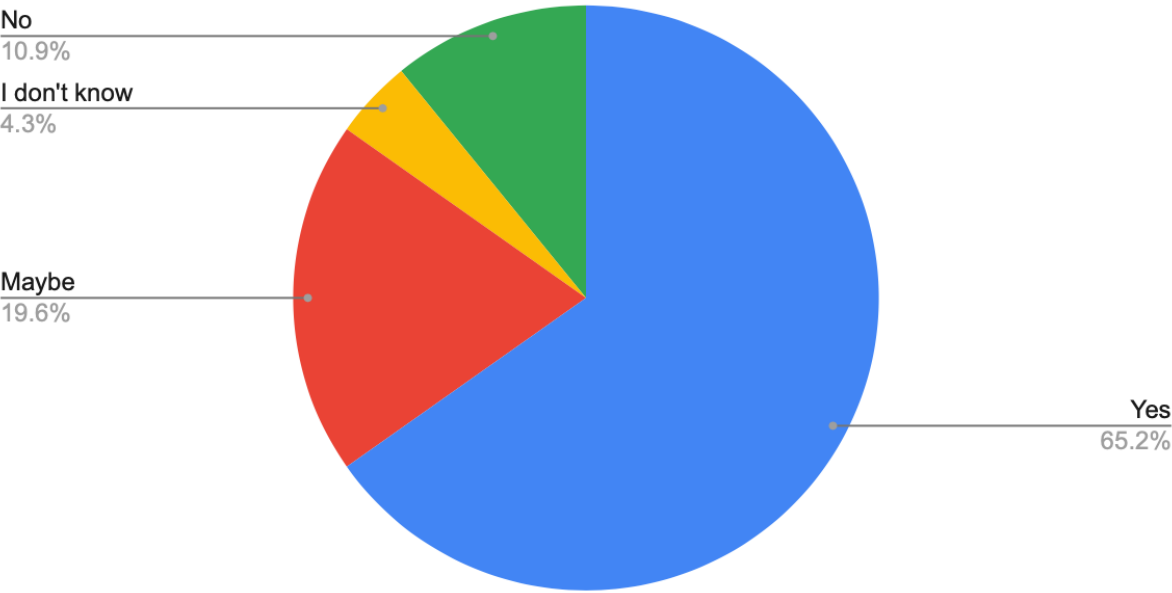
Count of I know how to check in on my student's academic progress.



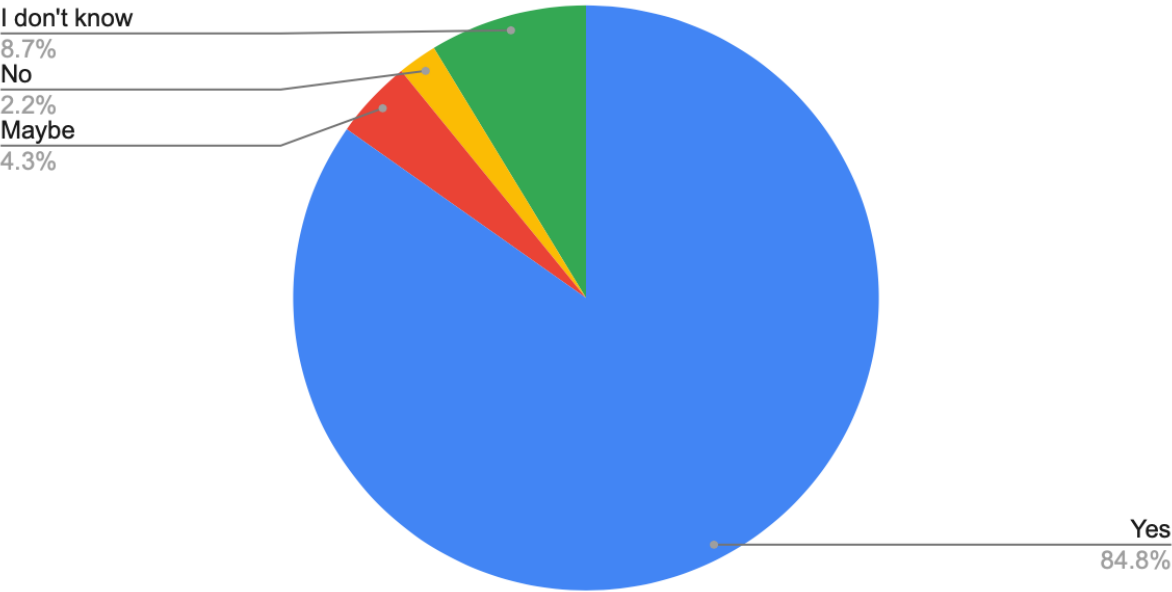
Count of I know how to check in on my student's academic progress.



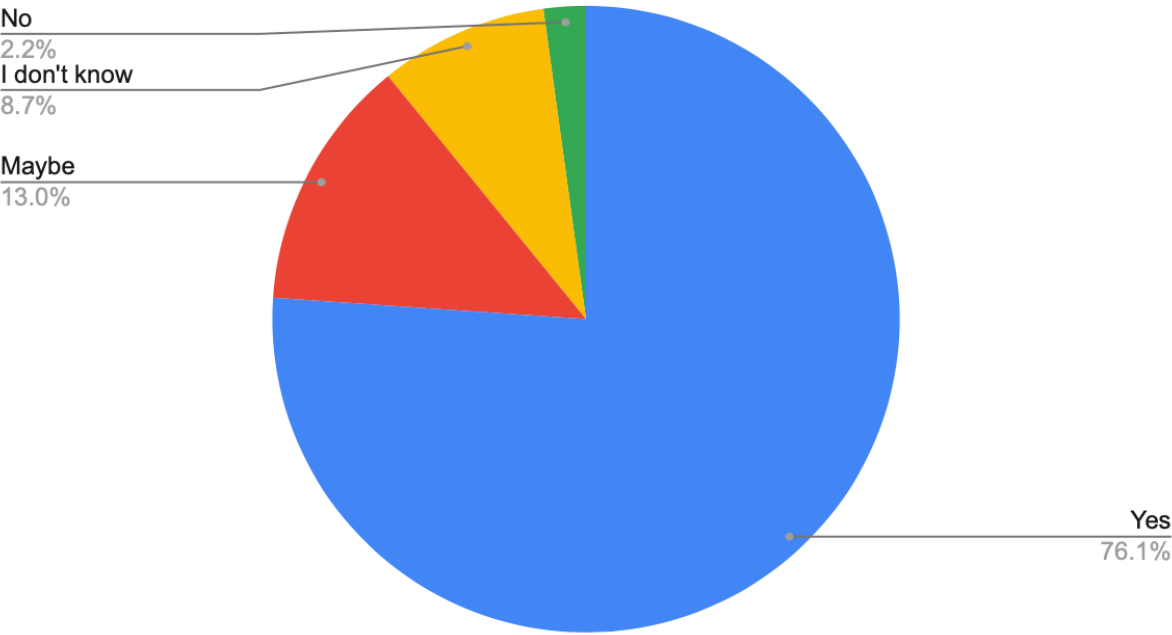
Count of My child experiences high expectations for learning while at school.



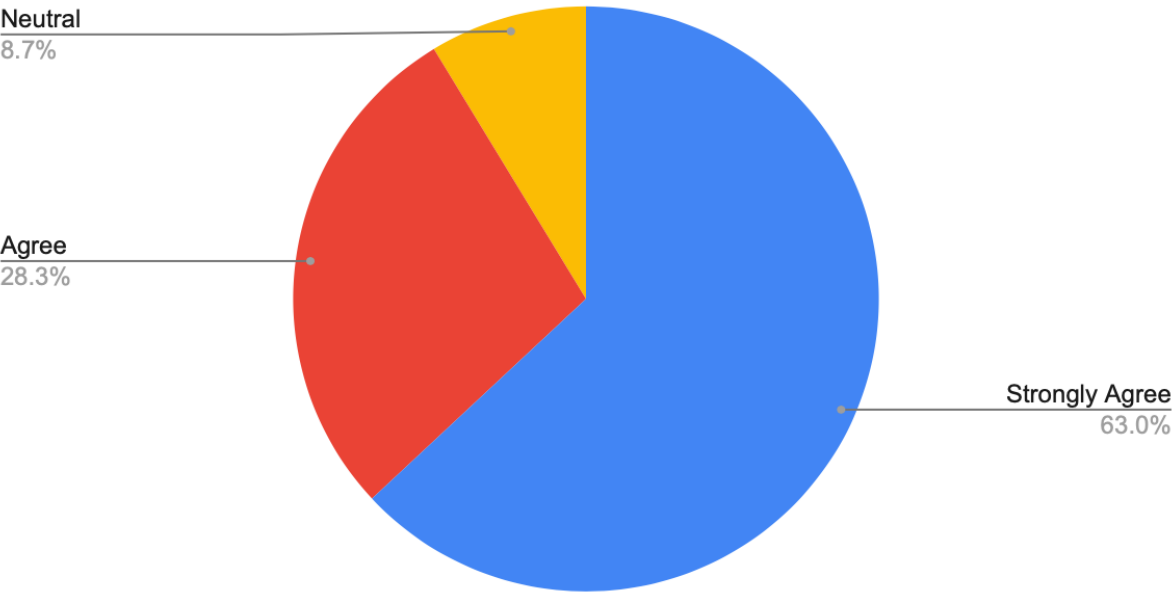
Count of My child has at least one adult advocate in the building.



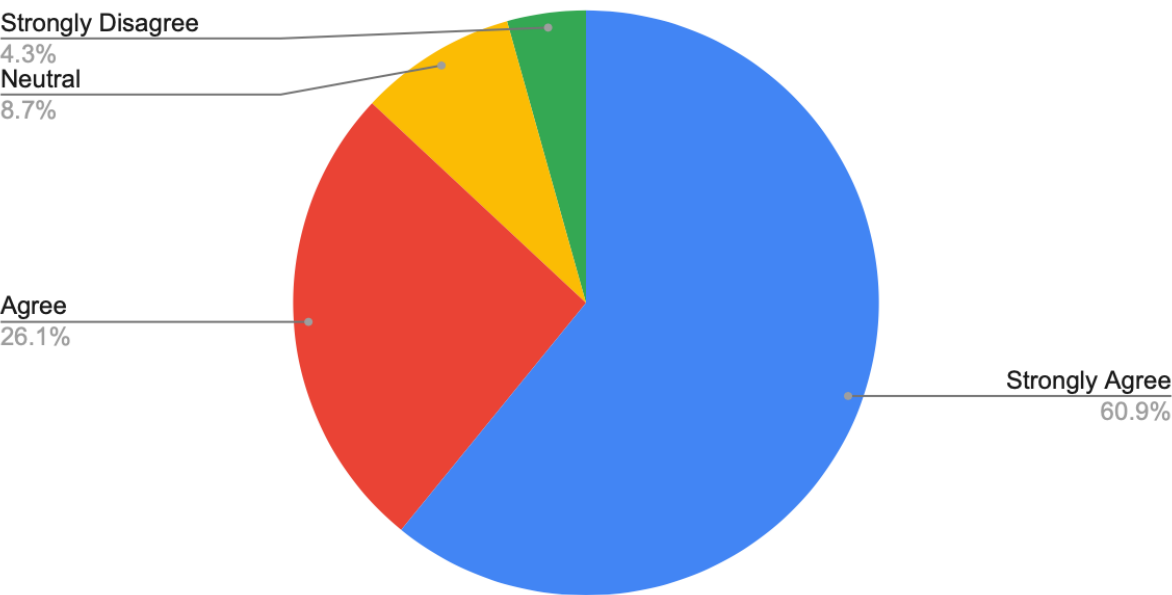
Count of My child has access to support services.



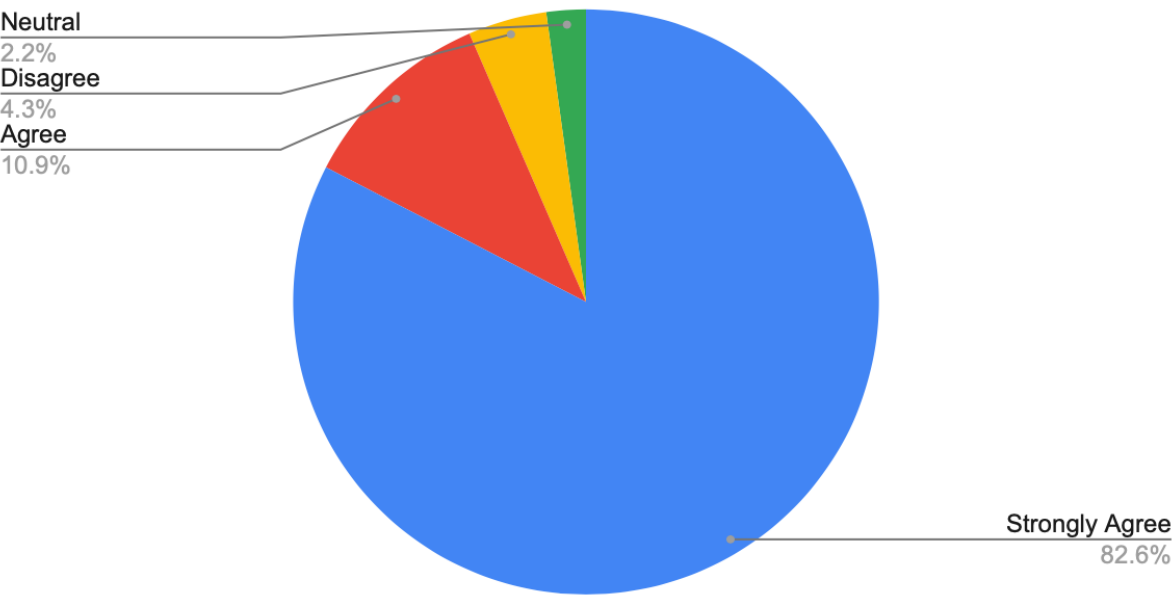
Count of Our school provides qualified staff members to support learning.



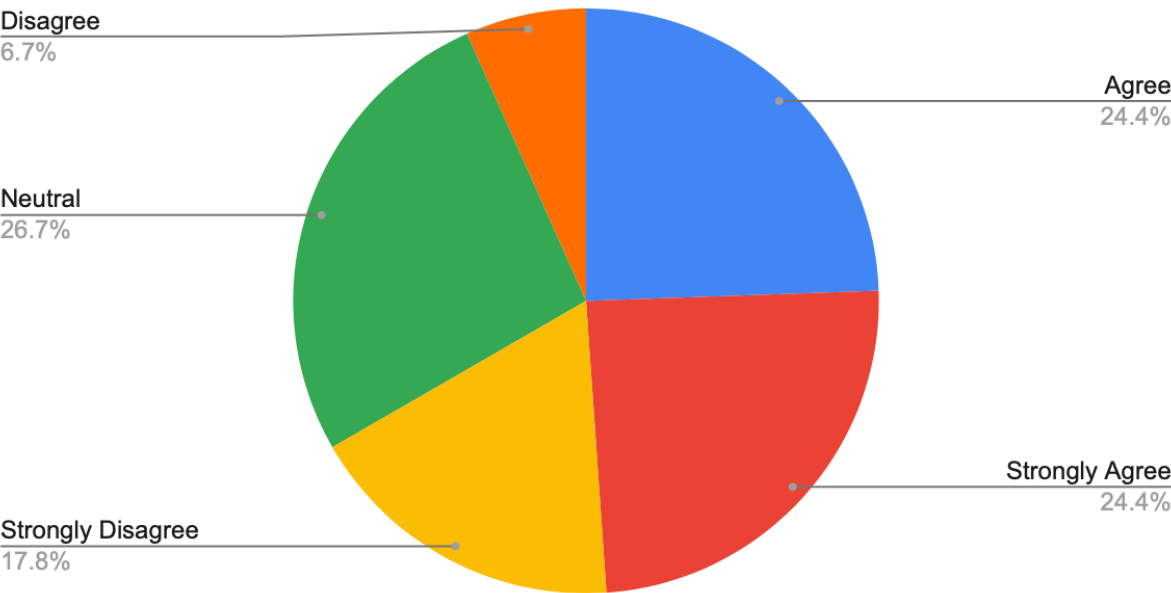
Count of I am satisfied with the academic programming my student experiences (math, science, language arts, social stu...



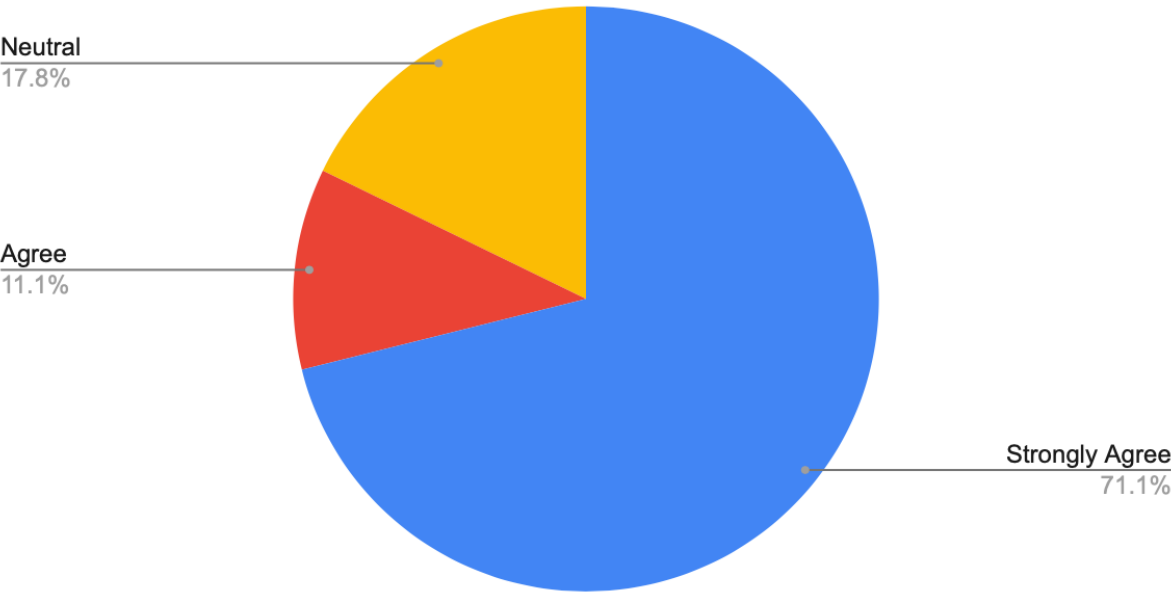
Count of I am satisfied with the arts programming my student experiences.



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



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



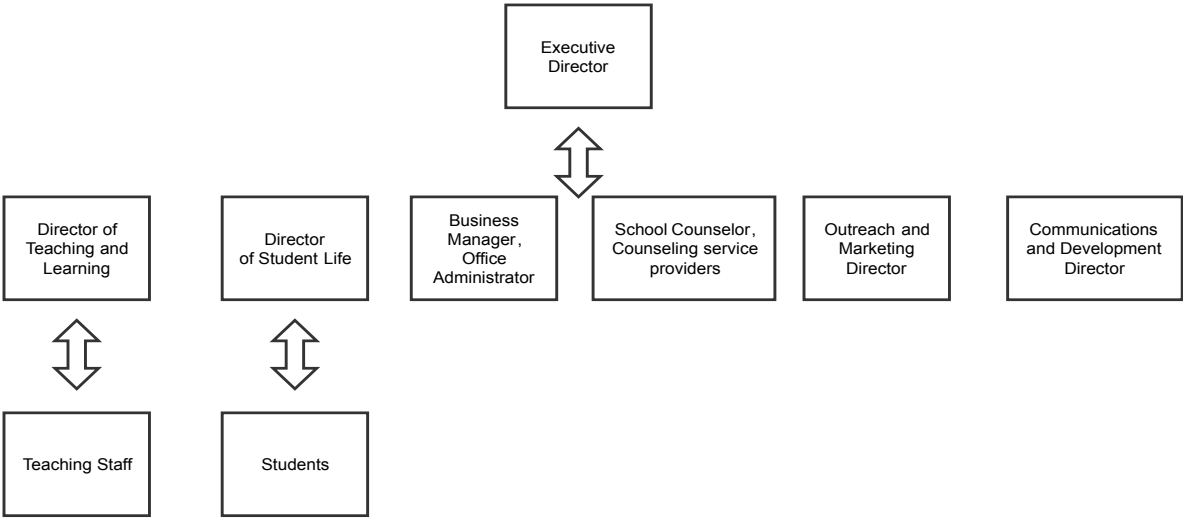
District 4110-07
PiM Arts High School
Licensure Data
Appendix E

Teacher Name	File Number	Subject(s) Taught	Grade(s) Taught	SY2021	Returned/New SY 2022-2023	Expiration Year	Additional Licensure Notes
Lara Ciganko	439985	Dance	9-12	Yes	Returned	2027	
Danielle Ricci	470016	Dance	9-12	Yes	Returned	2024	Tier II
Rachel Brady	505822	Theatre	9-12	Yes	Returned	2023	
Stephen Mollick	429668	Music, vocal & classroom	9-12	Yes	Returned	2027	
Christopher Thomson	383614	Music, instrumental & classroom	9-12	Yes	Not Returning		
Austin Pekarna	514276	Music, instrumental & classroom	9-12	Yes	Returned	2024	Tier II, passed content and pedagogy MTLEs
James Deignan	491170	Music	9-12	Yes	Returned	2027	
William Leaf	416772	Theatre	9-12	Yes	Returned	2025	
Robert Thompson	437920	Theatre	9-12	Yes	Returned	2023	
John Raasch	412406	Media Arts	9-12	Yes	Returned	2025	

Julie Fowler	449610	Visual/Media Arts	9-12	Yes	Returned	2025	
Tyler Flory	454533	Language Arts	9-12	Yes	Returned	2026	
Sarah Omernik	431308	Language Arts	9-12	Yes	Returned	2024	
Christine Deignan	491753	Language Arts	9-12	Yes	Returned	2027	
Joanna Jenniges	477756	Social Studies	9-12	Yes	Not Returning		
James Petry	470966	Social Studies	9-12	Yes	Returned	2023	
Jim Nordberg	510377	Social Studies	9-12	No	New	2024	
Krista Paster	060219	Spanish	9-12	Yes	Not Returning		
Aaron Kvale	502199	Spanish	9-12	NO	New	2024	
Christopher Mortika	413341	Math	9-12	Yes	Returned	2026	
Maia Carter	1010476	Math	9-12	Yes	Not Returning		Left after quarter 1 SY 21-22
Bill Durfey	493038	Math	9-12	Yes	Not Returning		
Michael Mayers	512505	Math	9-12	Yes	Returned	2027	Came Q3 in SY 21-22
Heather Liaugaudas	1011707	Math	9-12	No	New	2025	
Anna Kanavati (nec Dupay)	504840	Science, Physics	9-12	Yes	Returning	2027	

Ellen Klemme	488822	Science, Chemistry and Physics	9-12	Yes	Returned	2026	
Timothy Popp	440593	Science, Biology	9-12	Yes	Returned	2025	Also earth science and chemistry
Jared Saunders	505863	Science, Physics	9-12	No	New	2023	Sub Q1
Natasha Sheely	493489	SpEd	9-12	No	New/Returned	2023	Only gone SY21-22
Morgan Adams (nec Myhra)	499475	SpEd	9-12	Yes	Returned	2027	
Paul Johnson	420740	SpEd	9-12	Yes	Returned	2024	
Laura Pfandler	439996	SpEd	9-12	Yes	Not Returning		
Peter Soulen	480987	SpEd	9-12	Yes	Returned	2027	
Sam Stoffel	996200	SpEd	9-12	Yes	Returned	2023	
Samantha King	1018692	SpEd	9-12	No	New	2024	Tier II
Sarah Jane Klein	447674	Counselor	9-12	Yes	Returned	2025	
Cassy Schauwitzer	420932	Language Arts	9-12	Yes	Returned	2026	
Matthew McFarlane	415582	Executive Director	9-12	Yes	Returned	2027	
Michael Fabisch	490290	Social Studies	9-12	Yes	Returned	2023	Tier II, enrolled in Saint Mary's University of MN teacher licensure program

Rebecca Johannsen	478845	Visual Arts	9-12	Yes	Returned	2026	
Amanda Stringer	1001932	Visual Arts	9-12	Yes	Returned	2023	Tier II, transfer from Colorado license, pedagogy tests scheduled
Grover Hogan	518734	Visual Arts	9-12	Yes	Returned	2023	Tier I- second year, passed content MTLEs
Sunnie Helms	1013382	Visual Arts	9-12	Yes	Returned	2025	
Cassie Cole	050100	Language Arts	9-12	Yes	Returned	2027	



School Enrollment Trends

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

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

2021-2022 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	88	16	19	85	77
10	91	15	21	85	78
11	89	15	14	90	79
12	112	4	12	98	1
Total	380	50	66	358	235

Adopted: June 2011

PiM Arts High School Policy 505

Revised: August 23, 2022

505 Admissions Policy

I. PURPOSE

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

II. POLICY STATEMENT

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

III. GENERAL ENROLLMENT PROVISIONS

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

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

IV.

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

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

APPLICATION AND ENROLLMENT PROCEDURES

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

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

LOTTERY

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

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Community Connections and Partnerships

In 2021-2022 we maintained a high level of connection and partnership with outside arts entities. We had guest artists conduct masterclasses, address students, and share insight and strategies to our student artists about how to approach and succeed as an artist in today's ever-changing landscape. We continue to leverage our space as a partnership opportunity with other arts and educational organizations. We have partners working in our building throughout the day and into the evening.

Creative Partnerships:

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

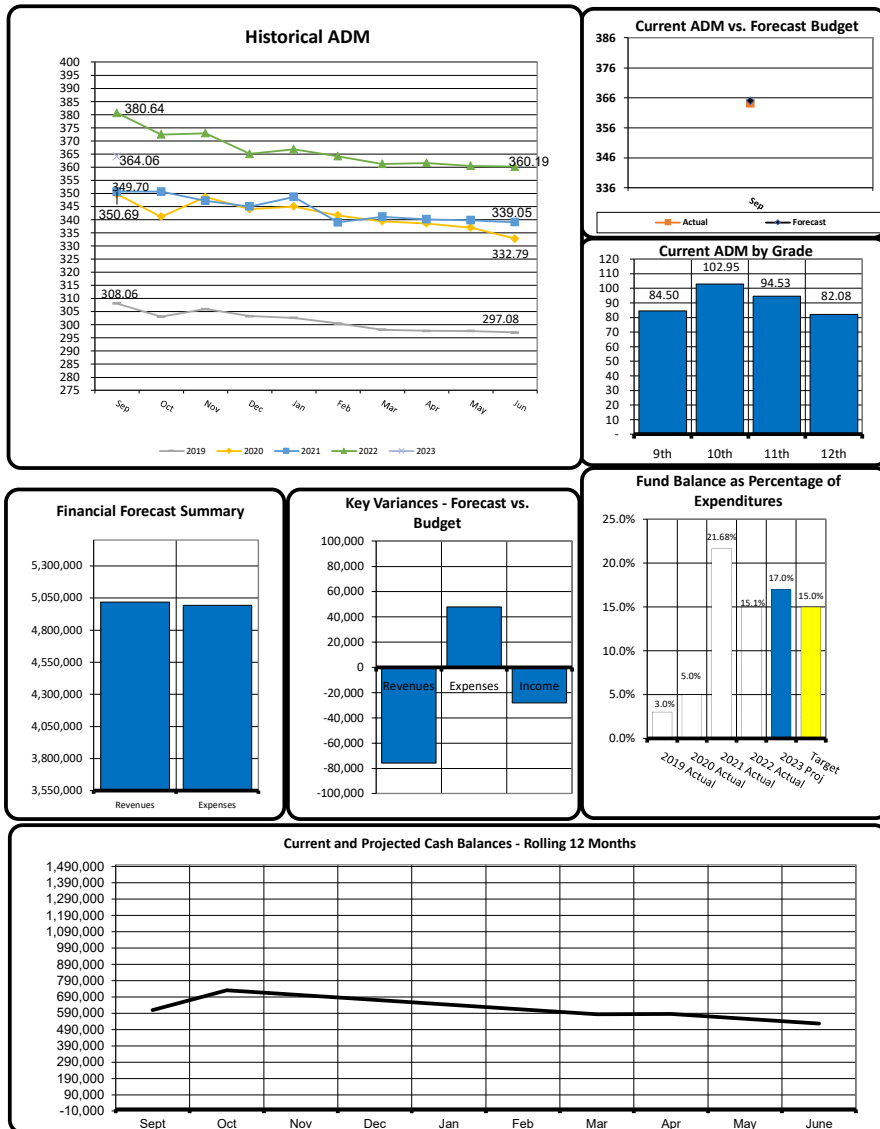
Here's a partial listing of guest artists who have worked with our students over the past two years:

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.

Name	Date Seated	Term End	Term	Position	Type	Expertise	Email	Phone	Attendance Rate	Governance Training	Employment Training	Financial Management	Ongoing
Mike Rice	August 2021	August 2024	1	Treasurer	Community Member	Business	mike.rice@pimartshs.org	952-224-1340	50%	Scheduled Oct 2022	Scheduled Oct 2022	April 2022	-
Buck Campbell(filling out LaCourse Term	August 2022	August 2023	2	President	Parent	Marketing, Business	buck.campbell@pimartshs.org	952-224-1340	100%	October 2020	October 2020	May 2021	April 2022
Libretta Stennes	August 2022	August 2025	1		Parent		libretta.stennes@pimartshs.org	952-224-1340	100%	Scheduled Oct 2022			
Pamela Balabuszko Reay	August 2022	August 2025	1		Parent		pamela.balabuszko.reay@pimartshs.org	952-224-1340	100%	Scheduled Oct 2022	Scheduled Oct 2022	Scheduled Oct 2022	
Melissa Peterson	August 2021	August 2024	1		Community Member	Arts/Business	melissa.peterson@pimartshs.org	952-224-1340	100%	November 2022	November 2022	September 2021	April 2022
Cassie Cole	August 2022	August 2023	1		Teacher	English	cassie.cole@pimartshs.org	952-224-1340	100%	October 2020	October 2020	February 2020	
James Petry	August 2022	August 2023	1		Teacher	Social Studies	james.petry@pimartshs.org	952-224-1340	100%	Scheduled Oct 2022	Scheduled Oct 2022	Scheduled Oct 2022	
Mandy Stringer	August 2021	August 2024	1	Vice President	Teacher	Visual Art	mandy.stringer@pimartshs.org	952-224-1340	100%	September 2021	September 2021	September 2021	April 2022
Paul Johnson	August 2021	August 2024	2	Vice President	Teacher	Special Education	paul.johnson@pimartshs.org	952-224-1340	50%	October 2020	October 2020	February 2020	April 2022
Danielle Ricci	August 2022	August 2025	1		Teacher	Dance	danielle.ricci@pimartshs.org	952-224-1340	100%	Scheduled Oct 2022			
Steve Mollick	August 2022	August 2025	3		Teacher	Music	smollick@pimartshs.org	952-224-1340	100%	October 2018	October 2018	October 2018	April 2022

PiM Arts High School Finance Committee Dashboard - September 2022

**Comments - ADM**

The Budget Forecast ADM is reflected at 365 ADM
Current ADM is 364.06 with 5 Overlaps

Comments - Financial Results and Fund Balance

Total Revenues are forecasted at \$5,016,895 in the Budget Forecast.

Budget Changes	Annual	Monthly	Comments/Explanation of Variance
General Education	\$ -	\$ -	No changes
Q-Comp Aid	-	-	No changes
Endowment Revenue	-	-	No changes
Building Lease Aid	-	-	No changes
Long-Term Facilities	-	-	No changes
State Special Education	(47,231)	(47,231)	Decreased Based on Transportation Expenditure Estimates
Federal SPED	-	-	No changes
Federal Title	(33,037)	(33,037)	Decrease Based on Actual Allocation
Federal Food Service	-	-	No changes
Other Local Revenues	-	-	No changes
CARES and CRF Funding	4,414	4,414	Based on Actual Allocation
Totals - Rev Changes	(75,854)	(75,854)	

Total Expenditures are forecasted at \$4,993,579 in the Budget Forecast.

Budget Changes	Annual	Monthly	Comments/Explanation of Variance
Salaries and Wages	\$ (50,000)	\$ (50,000)	Reduction - Based on Estimates to CARES Grants
Employer-Paid Benefits	82,712	82,712	Increase - Based on PY Actuals and CY Estimates
Purchased Services	-	-	No Change
Supplies and Materials	-	-	No Change
Equipment	-	-	No Change
Dues/ Other Fees	-	-	No Change
State Special Education	(51,933)	(51,933)	Decrease Based on SPED Transportation Estimate
Federal Sped Expenditures	-	-	No Change
Federal Title Expenditures	(33,037)	(33,037)	Reduction - Based on Actual Allocation
Federal Food Service	-	-	No Change
CARES and CRF Expenditures	4,414	4,414	Increase Based on Actual Allocation
Totals - Exp. Changes	(47,844)	(47,844)	

Total Budget Impact:	\$ (28,010)	\$ (28,010)
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The Budget Forecast is currently projected to provide for a surplus of \$23,316
The projected fund balance is 17.0% which is above the targeted level of 15%.

Comments - Cash Flow Projections

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

ABC Balances:

Expense Fund: \$17,306.66
Capital Improvement: \$16,812.37
Total: \$34,119.03



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

Financial Report

August 31, 2022

PiM Arts High School
Eden Prairie, Minnesota
August 2022 Financial Report

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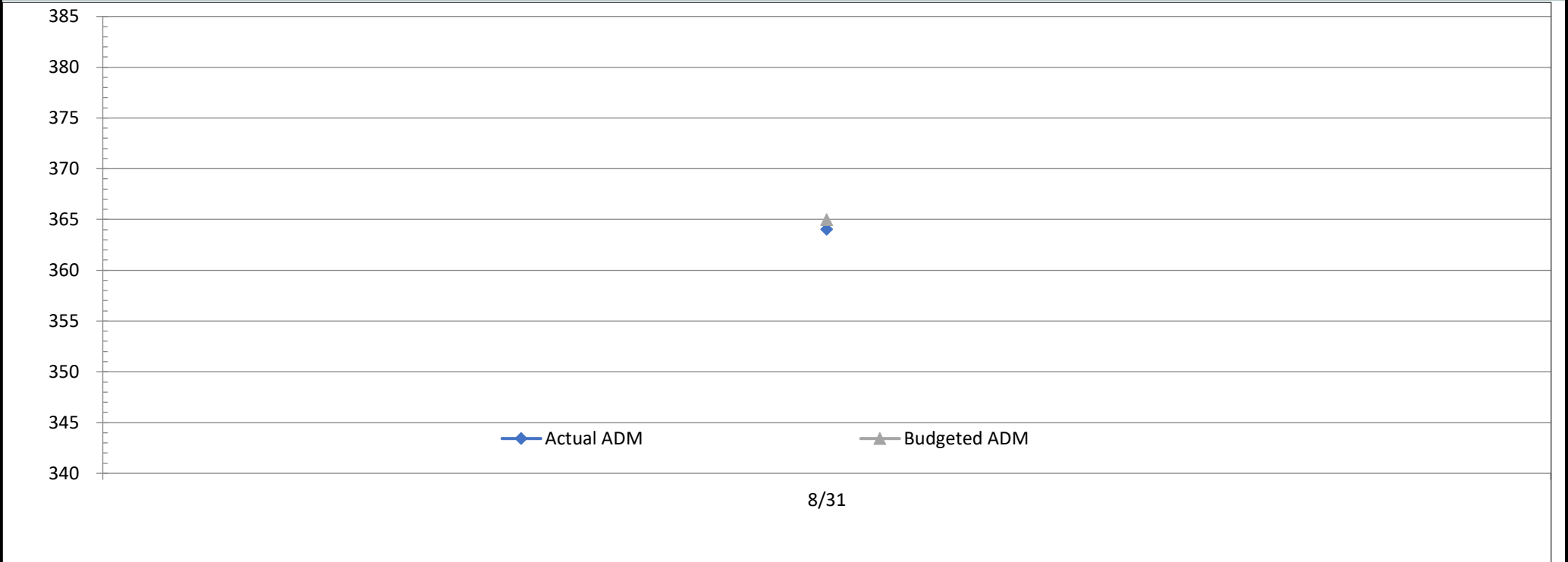


PiM Arts High School
Eden Prairie, Minnesota
Executive Summary
As of August 31, 2022

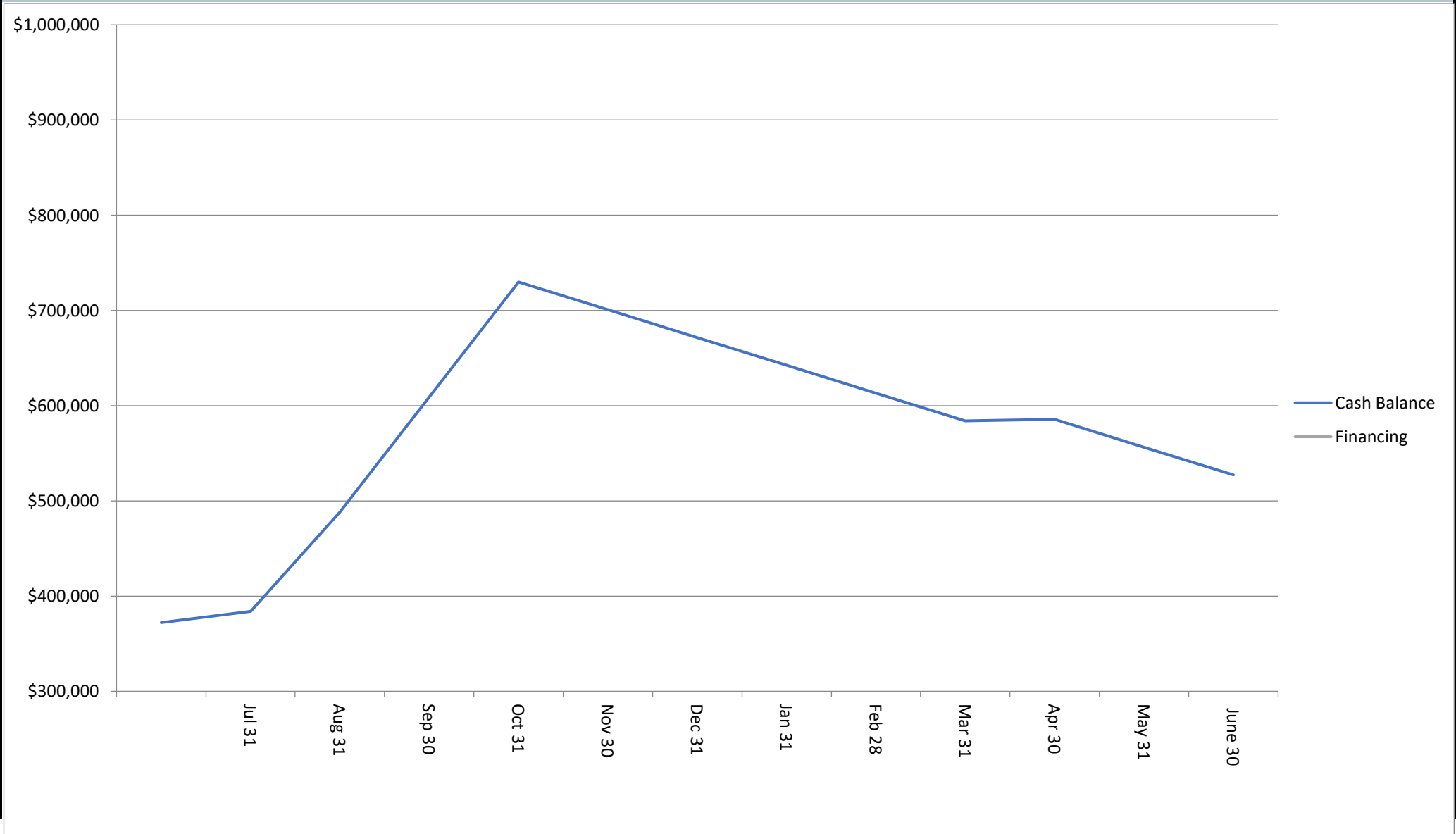
Financial Summary

Resources to Operate Programs (Revenues):			Funds Used to Provide Programs and Services (Expenses):			Excess / Deficit	
Approved Budget	\$	5,092,749	Approved Budget	\$	5,041,423	\$	51,326
Budget Forecast		5,016,895	Budget Forecast		4,993,579		23,316
Year to Date		800,595	Year to Date		506,422		294,174
		15.96%			10.14%		

Student Average Daily Membership Summary



Cash Balance Projection



Comments and Analysis			
Average Daily Membership (ADM) Summary			
Original Budget Estimate	365.00	438.00	WADM
Budget Forecast Estimate	365.00	438.00	WADM
ADM as of the first day of school	364.06	436.87	WADM
ADM as of September 16, 2022	364.06	436.87	WADM
Finances "At A Glance"			
Shows the budgeted and preliminary audited revenues and expenditures for FY 22, and the Adopted Budget and Budget Forecast for FY 23.			
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 preliminary audited information as of June 30, 2022.			
Assets:			
The cash balance in checking and savings accounts as of the end of the month was \$488,286.			
Accounts Receivable from MSSPA ABC for building related costs was \$301,940.			
State aids receivable for the prior year are estimated to be a payment of \$330,917.			
Federal aids receivable for the current year are estimated to be \$10,016 (based on expenses incurred to date).			
The projected amount of state aid holdback for the current year is \$72,758 at the end of the month.			
Liabilities:			
The projected cost of Salaries and Benefits that have been earned by employees at the end of the month but that won't be paid until September 2023 as well as prior month salaries payable is estimated to be \$0.			
Accounts Payable and Payroll Deductions and Contributions Payable were \$10,686 at the end of the month.)			
Fund Balance:			
The preliminary audited beginning Fund Balance amount of \$826,853 represents 15.1% of expenditures.			
The Budget Forecast will provide for an ending Fund Balance of \$878,179 or 17.4% of expenditures.			
Net Income year-to-date is a surplus of \$302,045.			
Statement of Revenue and Expenditures			
Year to Date, 15.87% of budgeted revenues have been received (including the state aid holdback estimate).			
Year to Date, 10.05% of budgeted expenditures have been incurred (including the current year projected salaries and benefits payable).			
Membership Report			
Summarizes the Average Daily Membership (for state aid funding purposes), and the Budgeted Enrollments for the year. Enrollment figures are near budget at 364, compared to a budgeted 365 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			
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, 2022

	Preliminary Actual 2021 - 2022	Adopted Budget 2022 - 2023	Budget Forecast 2022 - 2023	Preliminary Actual 2022 - 2023	Percent of Budget Forecast
Average Daily Membership (ADMs)	360	365	365	364	99.74%
Estimated pupil units	432	438	438	437	99.74%
General Fund - 01					
Beginning fund balance	\$ 957,856	\$ 826,853	\$ 826,853	\$ 826,853	
Revenues	5,339,602	5,092,749	5,016,895	800,595	15.96%
Expenditures	(5,470,606)	(5,041,423)	(4,993,579)	(506,422)	10.14%
Change	(131,004)	51,326	23,316	294,174	
Ending fund balance	\$ 826,853	\$ 878,179	\$ 850,169	\$ 1,121,026	
Financial Performance Indicators					
Ending fund balance as a percentage of expenditures	15.1%	17.4%	17.0%		
Days cash on hand					
Cash accounts only			38.54	\$ 527,200	
Requirement			45.00	615,647	
Cash accounts and state/federal aids receivable			68.20		
Debt service coverage ratio					
Leased building			1.07		
Requirement			1.10		

PiM Arts High School
Eden Prairie, Minnesota

Balance Sheet
As of August 31, 2022

	Preliminary audited Actual 07-01-22	Balance At End of Month 08-31-22
Assets		
Current assets		
Checking and savings accounts		
Choice Bank	372,156	488,286
Accounts receivable	2,529	-
Accounts receivable - affiliated building company	288,098	301,940
State aids receivable	461,717	330,917
State aids - 10% holdback	0	64,886
Federal aids receivable	153,898	10,016
Prepaid expenses and deposits	19,082	379
Prepaid employee insurance premiums	-	-
Total current assets	1,297,480	1,196,423
Total all assets	\$ 1,297,480	\$ 1,196,423
Liabilities and Fund Balance		
Current liabilities		
Salaries and wages payable	\$ 143,750	\$ 64,711
Accounts payable	195,668	0
Payroll deductions and contributions	131,909	10,686
Deferred revenue - food service payments	(700)	-
Total current liabilities	470,628	75,397
Fund Balance		
Beginning fund balance	826,853	826,853
Net income to date	-	294,174
Total fund balance	826,853	1,121,026
Total liabilities and fund balance	\$ 1,297,480	\$ 1,196,423

PiM Arts High School
Eden Prairie, Minnesota

Statement of Revenues and Expenditures
All Programs Combined
As of August 31, 2022

			Months	2	16.67%
	Preliminary Audited 2021 - 2022	Adopted Budget 2022 - 2023	Budget Forecast 2022 - 2023	Current Year Actual 2022 - 2023	Percent of Budget Forecast
Average Daily Membership (ADM)	360	365	365	364	99.74%
Estimated pupil units	432	438	438	437	99.74%
All Funds					
Revenues					
State revenues					
General education revenue	\$ 3,131,757	\$ 3,229,598	\$ 3,229,598	\$ 529,451	16.39%
Q comp	88,347	92,092	92,092	-	0.00%
Endowment fund	14,110	14,110	14,110	-	0.00%
Building lease aid	588,414	575,532	575,532	-	0.00%
Long term facilities maintenance revenue	57,054	57,816	57,816	-	0.00%
Special education aid	706,200	696,745	649,514	176,375	27.15%
Other state aids	6,374	5,607	5,607	-	0.00%
Food Service	1,984	-	-	-	0.00%
Prior year under (over) accruals	(44,361)	-	-	-	
Projected state aid holdback	-	-	-	64,886	
Total state revenues	4,549,880	4,671,500	4,624,269	770,712	16.67%
Federal revenues					
Federal title programs	27,227	46,343	13,306	600	4.51%
CARES/GEER/CRF Funding	271,245	57,586	62,000	-	0.00%
Federal special education programs	81,700	39,298	39,298	9,416	23.96%
Federal Food Service	92,658	100,000	100,000	5,226	5.23%
Total federal revenues	472,830	243,227	214,604	15,242	7.10%
Local revenues					
050 Fees from student activities	30,686	38,200	38,200	1,063	2.78%
051 Transportation fees	12,119	7,677	7,677	2,849	37.11%
060 Fees from performances	34,522	53,156	53,156	7,590	14.28%
092 Interest revenue	162	190	190	9	4.55%
093 Licensing of facilities	20,353	30,000	30,000	-	0.00%
096 Donations and gifts	52,824	45,000	45,000	2,050	4.56%
099 Other local revenues	17,740	3,365	3,365	506	15.03%
621 Sale of materials purchased	5,660	434	434	576	132.62%
625 insurance recovery	142,807	-	-	-	
Total local revenues	316,892	178,022	178,022	14,642	8.22%
Total revenues	5,339,602	\$ 5,092,749	\$ 5,016,895	800,595	15.96%
Expenditures					
100 Salaries and wages	\$ 1,885,151	\$ 1,904,399	\$ 1,854,399	\$ 157,174	8.48%
200 Benefits	503,548	441,342	524,054	35,068	6.69%
Projected salaries and wages payable	-	-	-	-	
Total salaries and benefits	2,388,699	2,345,741	2,378,453	192,243	8.08%
305 Contracted services	243,177	235,885	235,885	40,401	17.13%
315 Repairs and maintenance - technology	45,077	43,000	43,000	9,611	22.35%
320 Communications services	12,754	16,000	16,000	1,890	11.81%
329 Postage	1,275	3,000	3,000	-	0.00%
330 Utilities	111,117	103,417	103,417	7,287	7.05%
340 Property and liability insurance	41,408	31,284	31,284	6,404	20.47%
350 Repairs and maintenance	56,458	30,000	30,000	4,698	15.66%
360 Contracted transportation	187,546	180,000	180,000	-	0.00%
366 Travel, conferences and staff training	11,250	7,293	7,293	950	13.03%
369 Student fees: field trips/registration fees	7,746	12,371	12,371	2,187	17.68%
348-370 Building lease costs	724,150	725,200	725,200	120,867	16.67%

	Preliminary Audited 2021 - 2022	Adopted Budget 2022 - 2023	Budget Forecast 2022 - 2023	Current Year Actual 2022 - 2023	Percent of Budget Forecast
370 Instructional rentals	9,746	10,000	10,000	-	0.00%
370 Other rentals and operating leases	2,577	4,200	4,200	-	0.00%
380 Leases and rentals - technology equipment	30,569	20,600	20,600	14,975	72.69%
401 Supplies - non instructional	65,980	36,196	36,196	13,364	36.92%
405 Computer software and licenses (non-instr.)	32,310	32,576	32,576	12,936	39.71%
406 Instructional software licenses	10,047	13,035	13,035	8,061	61.84%
430 Instructional supplies	77,434	46,538	46,538	4,761	10.23%
456 Instructional technology supplies	10,668	10,342	10,342	2,617	25.31%
460 Textbooks and workbooks	5,138	7,756	7,756	-	0.00%
461 Standardized tests	9,204	10,500	10,500	2,600	24.76%
490 Food purchased	(3,234)	3,925	3,925	700	17.82%
520 Building improvements	7,586	15,000	15,000	-	0.00%
530 Equipment purchased	7,279	15,000	15,000	9,210	61.40%
556 Technology equipment	2,539	12,410	12,410	9,990	80.50%
580 Capital lease principle payments	65,743	30,000	30,000	8,253	27.51%
820 Dues, memberships and other fees	27,448	41,708	41,708	2,681	6.43%
899 Innovation Fund	-	5,000	5,000		
899 Budget contingency	20	-	-	20	100.00%
Scholarship fund expenses - legacy	5,000	8,000	8,000	2,000	25.00%
Scholarship fund expenses - JJ ramstad	-	1,000	1,000	-	0.00%
Special education - state					
100 Salaries and wages	402,916	359,331	359,331	14,575	4.06%
200 Benefits	76,676	99,725	99,725	2,310	2.32%
360 Contracted transportation	56,878	110,754	58,821	-	0.00%
394 SPED other fees for student services	253,733	167,191	167,191	-	0.00%
433 Special ed instructional supplies	3,018	4,217	4,217	-	0.00%
Total state special ed expenditures	793,221	741,218	689,285	16,885	2.45%
Special education - federal					
200 benefits	18,281	-	-	395	100.00%
303 Contracted services-federal programs	20,600	17,839	17,839	5,000	28.03%
315 Technology support services	458	476	476	-	0.00%
366 Travel, conferences and staff training	4,485	4,137	4,137	-	0.00%
377 licensed social worker services	20,090	-	-	-	
378 Licensed psychologist services	-	807	807	2,604	322.70%
401 Non-instructional supplies	3,244	3,361	3,361	1,417	42.17%
433 Individualized instructional supplies	9,488	10,342	10,342	-	0.00%
556 Technology equipment	5,053	2,337	2,337	-	0.00%
Total federal special ed expenditures	81,700	39,299	39,299	9,416	23.96%
Title - federal					
100 Salaries and wages	19,253	29,596	7,265	516	7.10%
200 Benefits	3,382	7,691	2,330	84	3.59%
303 Contracted services-federal programs	4,592	702	2,306	-	0.00%
360 contracted transportation	-	4,057	405	-	0.00%
366 Travel, conferences and staff training	-	3,241	-	-	
389 Staff tuition reimbursements	-	1,056	1,000	-	0.00%
Total title expenditures	27,227	46,343	13,306	600	4.51%
Federal CARES, Including CRF Funding					
100 Salaries and Wages	77,870	50,000	50,000	-	0.00%
200 Benefits	5,128	7,586	12,000	-	0.00%
303 Contracted Services	68,229	-	-	-	
401 Non-Instructional Supplies	2,286	-	-	-	
405 Non-Instructional Software	1,333	-	-	-	
406 Instructional Software	14,534	-	-	-	
430 Instructional Supplies	1,019	-	-	-	
530 Equipment	39,886	-	-	-	
556 Tech Equipment	62,117	-	-	-	
820 Dues Memberships and Fees	184	-	-	-	0.00%
Total Federal CARES, Including CRF	272,586	57,586	62,000	-	0.00%
Food Service Expenditures					
400 Supplies	99,164	100,000	100,000	816	0.82%
Total Food Service Expenditures	99,164	100,000	100,000	816	0.82%
Total expenditures	\$ 5,470,606	\$ 5,041,423	\$ 4,993,579	\$ 506,422	10.14%
Allll funds net income	\$ (131,004)	\$ 51,326	\$ 23,316	\$ 294,174	

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

	Preliminary Audited 2021 - 2022	Adopted Budget 2022 - 2023	Budget Forecast 2022 - 2023	Current Year Actual 2022 - 2023	Percent of Budget Forecast
Total All Funds					
Revenues					
State revenues	\$ 4,549,880	\$ 4,671,500	\$ 4,624,269	770,712	16.67%
Federal revenues	472,830	243,227	214,604	15,242	7.10%
Local revenues	316,892	178,022	178,022	14,642	8.22%
Total revenues	\$ 5,339,602	\$ 5,092,749	\$ 5,016,895	800,595	15.96%
Expenditures					
100 Salaries and wages	\$ 2,385,190	\$ 2,343,326	\$ 2,270,995	\$ 172,265	7.59%
200 Employee benefits	607,015	556,344	638,109	37,856	5.93%
300 Purchased services	1,913,914	1,732,510	1,675,232	216,874	12.95%
400 Supplies and materials	341,633	278,788	278,788	47,272	16.96%
500 Equipment	190,203	74,747	74,747	27,453	36.73%
800 Dues and memberships; fees; other expenses	27,652	46,708	46,708	2,701	5.78%
Scholarship fund expenses - legacy	5,000	9,000	9,000	2,000	22.22%
Total expenditures	\$ 5,470,606	\$ 5,041,423	\$ 4,993,579	506,422	10.14%
Total revenues all funds	5,339,602	5,092,749	5,016,895	800,595	15.96%
Total expenditures all funds	\$ 5,470,606	\$ 5,041,423	\$ 4,993,579	506,422	10.14%
Net income - all funds	\$ (131,004)	\$ 51,326	\$ 23,316	294,174	

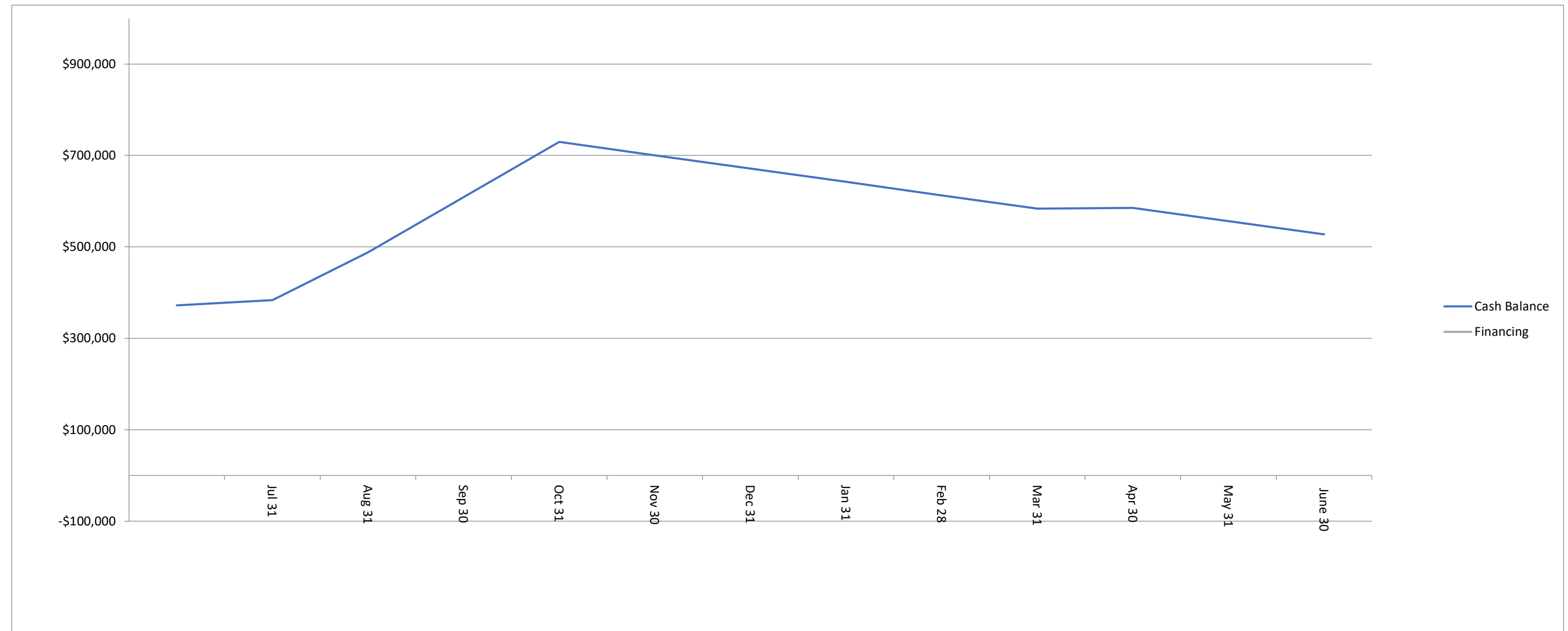
PiM Arts High School
Eden Prairie, Minnesota
Cash Flow Projection Summary
2022 - 2023 School Year

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		
Jul 31	308,769	-	5,814	850	40,000	355,433	74,992	60,433	208,311	343,737	\$ -	\$ 372,156
Aug 31	394,056	-	19,606	129,949	113,899	657,510	121,099	60,433	371,545	553,077	-	488,286
Sep 30	345,902	19,314	15,260	150,000	-	530,476	271,301	60,433	77,942	409,677	-	609,086
Oct 31	345,902	19,314	15,260	150,000	-	530,476	271,301	60,433	77,942	409,677	-	729,885
Nov 30	345,902	19,314	15,260	-	-	380,476	271,301	60,433	77,942	409,677	-	700,685
Dec 31	345,902	19,314	15,260	-	-	380,476	271,301	60,433	77,942	409,677	-	671,485
Jan 31	345,902	19,314	15,260	-	-	380,476	271,301	60,433	77,942	409,677	-	642,284
Feb 28	345,902	19,314	15,260	-	-	380,476	271,301	60,433	77,942	409,677	-	613,084
Mar 31	345,902	19,314	15,260	-	-	380,476	271,301	60,433	77,942	409,677	-	583,884
Apr 30	345,902	19,314	15,260	30,918	-	411,394	271,301	60,433	77,942	409,677	-	585,601
May 31	345,902	19,314	15,260	-	-	380,476	271,301	60,433	77,942	409,677	-	556,401
June 30	345,902	19,314	15,260	-	-	380,476	271,301	60,433	77,942	409,677	-	527,200
Totals	4,161,842	193,144	178,022	461,717	153,899	5,148,623	2,909,104	725,200	1,359,275	4,993,579	-	
Projected	4,161,842	193,144	178,022	461,717	153,898	5,148,623	2,909,104	725,200	1,359,275	4,993,579		

* Other Receipts include changes in Accounts Receivable and Prepaid Expenditures

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

*** Other Expenses include changes in Accounts Payable



PiM Arts High School
Eden Prairie, Minnesota
Membership Report
2022 - 2023 School Year

Actual Average Daily Membership (ADM) Based on MARSS Data Submitted													
	Grade	8/31	9/30	10/31	11/30	12/31	1/31	2/28	3/31	4/30	5/31	6/30	End of Year
Grand Total	9	84.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	10	102.95	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	11	94.53	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	12	82.08	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		364.06	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	8/31	9/30	10/31	11/30	12/31	1/31	2/28	3/31	4/30	5/31	6/30	End of Year
Grand Total	9	92.00	92.00	92.00	92.00	92.00	92.00	92.00	92.00	92.00	92.00	92.00	92.00
	10	91.00	91.00	91.00	91.00	91.00	91.00	91.00	91.00	91.00	91.00	91.00	91.00
	11	91.00	91.00	91.00	91.00	91.00	91.00	91.00	91.00	91.00	91.00	91.00	91.00
	12	91.00	91.00	91.00	91.00	91.00	91.00	91.00	91.00	91.00	91.00	91.00	91.00
		365.00	365.00	365.00	365.00	365.00	365.00	365.00	365.00	365.00	365.00	365.00	365.00

