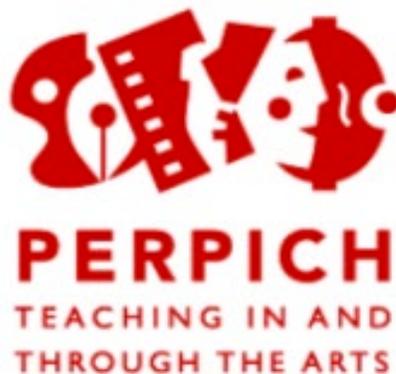


Report to the State of Minnesota and the Minnesota Legislature

Perpich Center for Arts Education
January 15, 2025

Executive Director's Annual Report
Minnesota Statute §129C.27



Perpich Center for Arts Education

**Annual Director's Report
January 15, 2025**

The 1985 Legislature created a state agency – Perpich Center for Arts Education – to
1) operate a residential arts high school and 2) support arts education opportunities for K-12
students and teachers throughout the state (§129C.15 Subd. 1).

The 2017 Education Omnibus Bill created the Executive Director Annual Report:

129C.27 ANNUAL DIRECTOR REPORT.

The director must report the following to the education committees of the legislature by January 15 of each year in accordance with section 3.195:

- (1) outreach activities, including the number of districts, teachers, and administrators that have participated in outreach programs; (page 4)*
- (2) the impact of the center's outreach activities; (page 11)*
- (3) enrollment trends, including the number of students from each congressional district admitted to the Perpich Arts High School and efforts to increase enrollment by 20 percent by 2019; (page 15) and*
- (4) students' academic achievement, including performance on standard assessments, graduation rates, and the number of students enrolled in postsecondary education. (page 17)*

The following report contains the data requested.

Respectfully submitted,



Allegra Smisek, Interim Executive Director
Perpich Center for Arts Education

Executive Summary

The mission of Perpich Center for Arts Education is to provide all Minnesota students the opportunity to develop, enhance, and integrate their artistic and academic abilities to their highest potential. As a state agency and public education institution, Perpich Center is uniquely positioned to fuse artistic passion and academic excellence to produce creative, critical thinkers. We do this by teaching in and through the arts. The agency operates two distinct divisions, Professional Development Resource Programs (PDR) and the Arts High School. Perpich Center maintains a traditional lending library for Perpich students, public patrons, and arts educators across the state of Minnesota.

The overarching goal of Professional Development and Resource Programs (PDR) is to build teacher and administrator capacity statewide so they can provide innovative, inclusive, standards-based, measurable, and student-centered learning in and through the arts. Perpich Center has been fostering development of arts education throughout Minnesota school districts. PDR assists schools and communities by providing culturally diverse learning opportunities and resources to meet the needs of students and teachers to fulfill the arts standards and build strong arts programs.

Perpich Arts High School is a statewide, public school with a residential-option that has served 11th and 12th grade students since 1989. The purpose is to empower students who have a passion for the arts to participate creatively, critically, and confidently in the global community. This innovative, statewide school attracts students from the eight congressional districts in Minnesota, who have shown artistic promise and a strong commitment to learning in an environment that supports rigorous academic programs.

Overall, Perpich Center for Arts Education continues to strive to achieve our mission and vision by the Board of Directors. We continue to adapt to the changing environment of arts education to better serve our students, school districts, and the state of Minnesota.

Section I -- Outreach activities, including the number of districts, teachers, and administrators that have participated in outreach programs;

Professional Development and Resource Programs (PDR) Summary

The overarching goal of Professional Development and Resource Programs is to:

Build teacher and administrator capacity statewide so they can provide innovative, inclusive, standards-based, measurable, and student-centered learning in and through the arts.

To reach that goal, programming priorities include:

- Addressing teacher isolation and building communities of belonging
- Shifting paradigms and practices in arts education
- Collaborating for anti-racism/equity/social justice.

Perpich Center’s arts education specialists serve the work of Minnesota arts educators and administrators through dynamic face-to-face and online workshops, consultation, and professional development customized to individual, school, or district needs. A major focus of their work continues to center on implementing the 2018 Minnesota K-12 Academic Standards in the Arts.

The Leadership and Data specialist leads the work of the Regional Arts Teacher-Leader (RAT-L) network, revisions to the Standards of Practice for arts educators, and the Minnesota Arts Education Data Project. These programs provide data and support statewide.

The Comprehensive Arts Planning Program (CAPP) facilitates strategic planning with eight school districts/charter schools, helping them create multi-year strategic plans that will guide local decision-making related to arts education. This two-year cohort is coordinated in each district by local co-chairs and a local committee comprised of district staff as well as community members.

The Perpich Arts Library is a resource for both the Perpich Arts High School and Minnesota public. Any resident of Minnesota may join the library at no cost for access to the extensive arts education resources. Arts High School students use the library for a place to check out books and multimedia resources, research topics of interest, borrow technology, work on schoolwork, and more.

FY24 PDR Program Staff

- Dance Education specialist (.5)
- Music Education specialist (1.0)
- Theater Education specialist (.5)
- Visual and Media Arts Education specialist (1.0)
- Leadership and Data specialist (1.0)
- Comprehensive Arts Planning Program (CAPP) specialist (.5)
- Administrative specialist (1.0)
- Librarian (1.0)
- PDR Director (1.0)

FY24 Summaries of Arts Education Specialists’ Work

Four arts education specialists have the same basic role and expectations, and then additionally each role is customized to meet the specific needs of educators in that arts area. The fundamental responsibilities for the arts education specialists include:

- Providing leadership and supporting arts educators statewide to improve their teaching practices, instructional approaches, curriculum development, and assessment design.

- Facilitating understanding, implementation, and support of the new Minnesota K-12 Academic Standards in the Arts.
- Designing and delivering content-specific workshops for arts educators statewide.
- Designing tools and resources to support teacher effectiveness.
- Supporting the Regional Arts Teacher-Leaders network (RAT-Ls).

Throughout FY24, educators were pleased to be back together for in-person professional development workshops and conferences and yet, many workshops continue to be offered virtually for greater access.

Dance Education Specialist (.5)

The dance education specialist serves Minnesota dance educators through standards implementation, curriculum development, instruction, and assessment in K-12 schools. The dance education specialist also supports physical education and general education teachers with implementing movement into their classes. This makes for a complex system of professional development to meet the needs of three quite different groups of educators. In FY24, the dance education specialist:

- Planned or co-planned and conducted a variety of professional development workshops from Perpich Center. Titles/topics included supporting early career and Tier 1/Tier 2 arts educators; literacy through movement and text; the arts of the Dakota and Ojibwe People; Dance Education Summit; arts integration; educator wellness. These opportunities were offered in-person.
- Presented sessions for, and collaborated with, professional arts/education organizations including Cowles Center, Dance Educators Coalition (DEC), MNSHAPE (the Minnesota organization for physical education teachers), and University of Minnesota-Twin Cities.
- Provided professional development for Minnesota schools/school districts on the topics of equity in arts education, Minnesota K-12 Academic Standards in the Arts, and curriculum and assessment. School districts included Alexandria, Anoka-Hennepin, Minneapolis, and St. Paul.
- Contributed to regional and national initiatives in Dance Education by presenting at the National Dance Education Organization (NDEO) annual conference.
- Communicated with constituents through regular email blasts, and responded to individual requests from Minnesota educators for assistance, support, project development, and arts advocacy information.

Music Education Specialist (1.0)

The music education specialist serves the work of Minnesota music educators and administrators through dynamic face-to-face and online workshops, consultations, and professional development customized to school or district needs. In FY24, the music education specialist:

- Planned or co-planned and conducted a variety of professional development opportunities from Perpich Center including statewide Professional Learning Communities (PLCs) and workshops. Workshop topics included supporting early career and Tier 1/Tier 2 arts educators; Minnesota K-12 Academic Standards in the Arts, curriculum mapping, music of the Dakota and Ojibwe

people, Assessment for Learning, ensuring music learning, and grading practices and their effect on learning. These opportunities were offered in a combination of virtual and in-person settings.

- Presented sessions for, and collaborated with, professional arts/education organizations including Dallas Brass, Greater Twin Cities Youth Symphony (GTCYS), Minnesota Band Directors Association (MBDA), Minnesota Music Educators Association (MMEA), Minnesota Society for Music Teacher Education (MNSMTE), Northwest Service Cooperative (NWSC), Southwest Minnesota Elementary School Principals Association (SW MESPA), and Southwest West Central (SWWC) Service Cooperative.
- Provided customized professional development for Minnesota school districts on various topics such as arts integration, Minnesota K-12 Academic Standards in the Arts, and curriculum and assessment. School districts included Ada, Alexandria, Audubon, Buffalo-Hanover-Montrose, Cannon Falls, Faribault, Kenyon-Wanamingo, Minneapolis, Rochester, Roseville, Rush City, Stillwater, St. James, St. Paul, Willmar, Winona, and Worthington.
- Contributed to regional and national initiatives in music education by presenting at the Minnesota Music Educators Association (MMEA) Mid-Winter Conference.
- Communicated with constituents through a monthly newsletter, and responded to individual requests from Minnesota educators and administrators for assistance, support, project development, and arts advocacy information.

Theater Education Specialist (.5)

The theater education specialist advances the work of theater education in Minnesota by supporting theater teachers and directors, English Language Arts teachers, elementary generalists, and others through dynamic face-to-face and online workshops, consultation, theater company partnerships, a mentorship program, and professional development customized to school or district needs. In FY24, the theater education specialist:

- Planned or co-planned and conducted a variety of professional development opportunities from Perpich Center including workshops focused on supporting early career and Tier 1/Tier 2 arts educators; arts integration; the arts of Dakota and Ojibwe people; Minnesota K-12 Theater Arts Standards; theater design and technology; and a statewide mentoring program for K-12 theater educators/directors. These opportunities were offered in a combination of virtual and in-person settings.
- Presented sessions for, and collaborated with, professional arts/education organizations including Hennepin Theatre Trust's Spotlight Education Program; Communication and Theater Association of Minnesota (CTAM), Northwest Service Cooperative (NWSC), Minnesota Thespians, and Spiderwoman Theater.
- Provided professional development for Minnesota school districts on a variety of topics. School districts included Faribault, Minneapolis, and St. Paul.

- Contributed to regional and national initiatives in Theater Education by presenting several sessions at the Communication and Theater Association of Minnesota (CTAM) conference.
- Communicated with constituents through regular email blasts, and responded to individual requests from Minnesota educators for assistance, support, project development, and arts advocacy information.

Visual & Media Arts Education Specialist (1.0)

The visual and media arts education specialist works in professional and curriculum development, standards implementation, and the advancement of visual and media arts programs in schools across Minnesota. Responsible for statewide workshops, networks, and innovative initiatives that promote visual and media arts education, he works with school districts, educators, administrative teams, and post-secondary teacher preparation programs. In FY24, the visual and media arts education specialist:

- Co-planned and conducted professional development workshops from Perpich Center. Topics centered around supporting early career and Tier 1/Tier 2 arts educators; implementation of the Minnesota K-12 Academic Standards in the Arts, developing inclusive and social emotionally supportive learning environments, and assessment. This year he also facilitated two multi-session cohorts in teaching elementary art and media arts.
- Presented sessions for, and collaborated with, professional arts/education organizations including Art Educators of Minnesota (AEM), College of Saint Benedict and Saint John’s University, Minnesota State University Moorhead, St. Olaf College, Southwest Minnesota Elementary School Principals Association (SW MESPA), Southwest West Central Service Cooperative (SWWC), University of Minnesota-Duluth, University of Minnesota-Twin Cities, and Winona State University.
- Provided professional development for Minnesota schools/school districts on the topics of Minnesota K-12 Academic Standards in the Arts and curriculum and assessment. Charter schools/school districts included Anoka-Hennepin, Bagley, Bemidji, Duluth, Faribault, Lakeville, Menahga, Northfield, North St. Paul-Maplewood-Oakdale, Rochester, Sibley East, Stillwater, St. Paul, St. Peter, Winona, and Worthington.
- Contributed to regional and national initiatives in Visual and Media Arts Education by taking a major role in the National Art Education Association (NAEA) annual pre-conference and conference.
- Communicated with constituents on a regular basis, and responded to individual requests from Minnesota educators for assistance, support, project development, and arts advocacy information.

FY24 Summaries of PDR Program Work

Leadership and Data Specialist (1.0)

In FY24, the Leadership and Data Specialist focused on serving schools and educators across Minnesota through three initiatives—Regional Arts Teacher-Leader network (RAT-Ls), revisions to the Standards of Practice for arts educators, and the Minnesota Arts Education Data Project. The Leadership and Data Specialist:

- Planned and implemented a new model of the Regional Arts Teacher-Leader Network to accommodate shifting needs and realities in the field. This required a new application process for the FY23-FY24 Regional Arts Teacher-Leader cohort and new series of monthly programming. Regional Arts Teacher-Leaders came from charter schools/school districts across Minnesota including Anoka-Hennepin, Bemidji, Bluffview Montessori, Burnsville-Eagan-Savage, Cass Lake-Bena, Central, Chisholm, Clearbrook-Gonvick, Fairmont, Fertile-Beltrami, GFW, Hibbing, Hills-Beaver Creek, Holdingford, Lakeview, Litchfield, Minneapolis, Mounds View, Osseo, Randolph, Red Rock Central, Red Wing, Roseville, Sartell-St. Stephen, St. Louis County, St. Paul, and Worthington.
- Started the initial planning phase for revisions to the Standards of Practice for arts educators in collaboration with Professional Educator Licensing and Standards Board (PELSB) and Minnesota Department of Education (MDE).
- Supported the integration of another year of data in the Arts Education Data Project, provided review and feedback on new developments expanding the use of student demographic data alongside arts participation and access, and started preparations to potentially include teacher licensure data. Minnesota is the first state in the nation to integrate student demographic data.
- Provided professional development workshops on utilizing information in the Arts Education Data Project for Regional Arts Teacher-Leaders and CAPP co-chairs, as well as multiple one-on-one consultations.

The [most recent] 2021-2022 data set of the Minnesota Arts Education Data Project includes 615,703 students from 1,313 schools. This data represents approximately 70% of Minnesota public schools, which is a 10% increase in reporting from the previous year. Approximately 30% of schools did not report their data through the required report of Minnesota Common Course Catalog data.

Key findings from the 2021-2022 data:

1. Of students attending the 1,313 reporting schools, 94.2% had access to arts education.
2. Of the reporting schools, only 14% offered the required three or more arts areas.
3. Arts access and participation in charter schools falls significantly behind arts participation in traditional district schools.
4. American Indian or Alaskan Native students are significantly underrepresented among students participating in arts education. Other groups notably underrepresented include

Special Education, Students Experiencing Homelessness, and Black or African American students.

During FY24, the Arts Education Data Project began the migration process to a new data visualization framework. The infrastructure review process has been completed and after a thorough review of data quality, the new dashboards will go live in 2025. A preview link with the most recent dashboards is available at: <https://artsmn.org/resources/creativemn-research/minnesota-arts-education>

Comprehensive Arts Planning Program (CAPP) (.5)

The Minnesota Comprehensive Arts Planning Program (CAPP) is a legislatively-funded program to support and assist a school district’s arts planning team in creating a three-year plan to address arts education policies, programs, and partnerships for students in the district and community. Charter schools/school districts in the 2023-2025 CAPP cohort include Bluffview Montessori (Winona), Central Public Schools, Chisholm, Duluth, Hopkins, MACCRAY, St. Cloud, and Yellow Medicine East. In FY24, the CAPP specialist:

- Planned and facilitated one virtual and two in-person conferences attended by all CAPP co-chairs and school district administrators. These conferences focused on needs assessment, implementation goals, funding opportunities for arts programming, reflection, and evaluation.
- Provided multiple days of customized in-person professional development (yearly goal-setting, coaching in arts programming, and leadership development) at each CAPP site. This work was done with multiple arts stakeholders including arts specialists, classroom teachers, parents, students, principals, curriculum coordinators, and/or superintendents.
- Supported CAPP teams in implementation strategies, revising goals, and evaluation of their strategic plans and yearly goals.

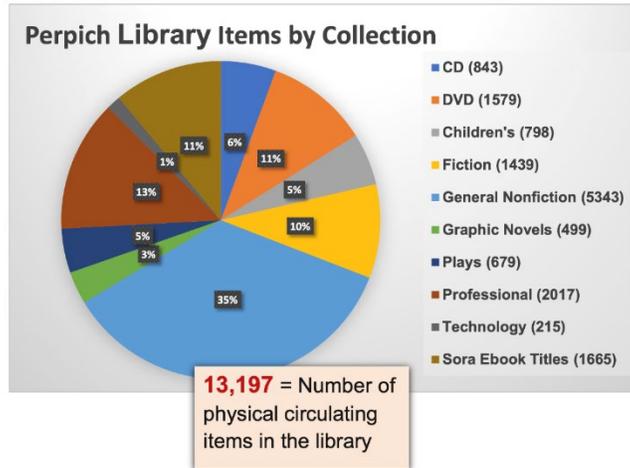
“We in the Duluth Public Schools are thrilled, for our students, our staff, and our community, to be accepted as part of CAPP (Comprehensive Arts Planning Program). Including the arts in education is an essential aspect of teaching the whole child, and planning to do this well is critical to our success. Our committee is partnering with members of the Duluth arts community to create innovative and sustainable ways to enhance arts education experiences for our students. We are grateful and excited for the process.” – Duluth Public Schools

“Ensuring that all Yellow Medicine East students receive a quality arts education requires that we prepare our arts educators and equip them to help our students thrive. Programs like CAPP provide a vital role in making this possible.” - Yellow Medicine East Schools

“We are very excited to be a part of CAPP! We are reimagining our art and music programming to ensure we are providing equitable, enriched, and interdisciplinary experiences for our Hopkins students with the support of the Perpich Center for Arts Education.” - Hopkins Public Schools

Perpich Library (1.0)

The Perpich lending library of arts and education materials is free to all residents of Minnesota. The Professional Collection specializes in books for K-12 arts educators and teaching artists including areas of arts integration, dance, music, theater, and visual arts. The extensive Children’s Art and Diversity Collection includes many works by Native authors and illustrators. In addition, the library serves as the library for the Arts High School.



For FY24, there are two tables to look at the circulation of library items. Notable: The number of Inter-library loans (ILL) was up slightly over FY23 and circulation among students and staff/faculty also increased by 27% and 31% respectively.

Number of Loans by Patron Status

Year	ILL*	Sora Ebook App	Student	Staff/Faculty	External	Total
June 2023-May 2024	87	17	714	414	84	1,316

*Inter-library loans: Perpich items that are circulated to patrons from other Minnesota libraries

Technology Checkout (including laptops, iPads, chargers, headphones)

Year	Staff + Student Total
June 2023-May 2024	742

In FY24, the Perpich Center librarian:

- Hosted guests in our new Native Authors & Artists series including Allison Waukau, Jonathan Thunder, and Anton Treuer.

- Created monthly book lists and videos that were shared in Perpich newsletters and posted to various social media sites.
- Curated multiple lists of books and new materials to support themes in PDR workshops.
- Mentored high school students working in the library as teaching assistants.
- Continued to update the library collections and environment.
- Communicated with constituents through multiple monthly newsletters, “Would you rather…” Fridays, and various social media sites; and responded to individual requests from internal and external patrons.

Section II -- The impact of the center’s outreach activities;

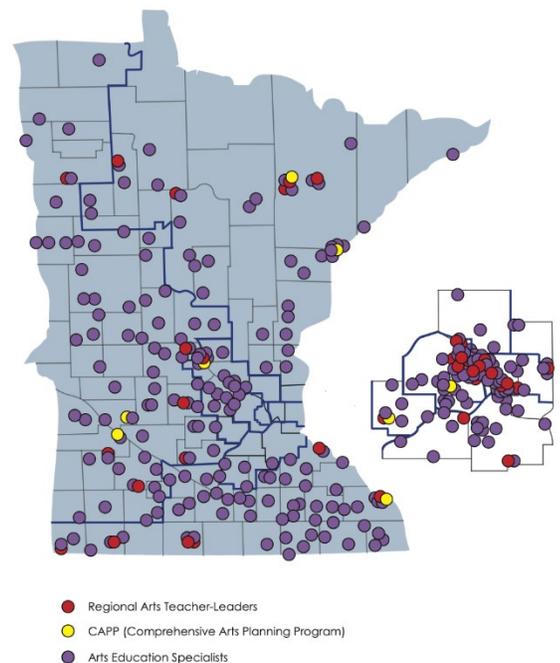
The work of Professional Development and Resource Programs (PDR) is shown in two distinct ways: (1) numbers of outreach activities and participants; and (2) impact of outreach activities.

(1) Numbers of outreach activities and participants

Professional Development and Resource Programs (PDR) is made up of a number of individual programs, and those programs come together in a holistic approach to serving school districts, educators, and administrators across the state, supporting and improving arts education for K-12 students. Here are four ways to look at participation in programming.

First, this map (right) of Congressional Districts shows the location of charter schools/school districts directly impacted through PDR programs and work in FY24.

Second, the following chart gives an overview of PDR data in FY24, featuring the number of school districts, educators, and administrators that were served collectively by specialists and programs. PDR staff worked with 1,434 educators/administrators throughout Minnesota; many of them served multiple times and in multiple ways for a total of 2,498 points of contact.



Number of School Districts, Educators, and Administrators served by PDR

Fiscal Year	Total Events	School Districts	Total Points of Contact	Distinct Educators			Administrators Includes principals, curriculum directors, superintendents
				Total Educators	Arts Educators	Non-Arts Educators	
FY24	373	256	2,498	1,434	1,105	329	137

Third, the data was also disaggregated into contacts by Minnesota senate districts. This chart shows the points of contact—educators/administrators served through PDR programming—in schools/school districts by the senate district in which they are located.

Number of Educators/Administrators served by MN Senate District

Senate District	Points of Contact by Senate District	Distinct Contacts	Senate District	Points of Contact by Senate District	Distinct Contacts
1	31	13	35	79	40
2	55	26	36	127	71
3	78	25	37	57	30
4	53	31	38	115	69
5	27	11	39	105	60
6	152	36	40	165	99
7	66	15	41	253	145
8	30	23	42	118	41
9	79	36	43	99	65
10	105	38	44	192	126
11	66	35	45	325	195
12	529	313	46	186	115
13	128	39	47	89	43
14	107	34	48	98	48
15	145	55	49	137	80
16	130	65	50	27	14
17	137	67	51	120	70
18	147	53	52	187	139
19	147	79	53	103	65

20	86	55	54	99	63
21	182	111	55	62	32
22	99	46	56	106	67
23	103	64	57	83	57
24	72	49	58	120	69
25	63	53	59	231	129
26	71	60	60	205	126
27	116	83	61	173	108
28	97	40	62	199	130
29	70	50	63	302	203
30	46	28	64	121	91
31	105	56	65	144	100
32	32	19	66	174	121
33	165	104	67	148	94
34	174	101			

Finally, because professional development in contemporary educational settings is complex and multi-layered, data for PDR is also presented in a tiered format. This provides a lens into the breadth and depth of Perpich Center’s professional development across the state.

Breadth and Depth of Perpich Professional Development across Minnesota

Levels of Professional Development	Tier 1: Introductory	Tier 2: In-Depth	Tier 3: Sustained	Tier 4: Systemic
	Up to 4 hours professional/technical services; stand-alone presentations, meetings, or consultation	Day-long or multi-day professional development; stand-alone workshops, conferences, or consultation	Year-long or multi-year support to develop the capacity of educators; a combination of workshops, coaching, consultation, and more	Sustained and intensive support to impact a system of education or arts education at a school or district level
Percentage of PDR work at each level	53%	26%	4%	17%

(2.a.) The impact of the center’s outreach activities – Quantitative data

In FY24, participants in PDR programs responded to one reflective statement on a five-point scale:

“I am leaving with ideas I can transfer into my teaching practices.”
The average response is 4.24 on a scale of 1 to 5 (5 being high).

(2.b.) The impact of the center’s outreach activities – Qualitative responses

Here are examples of the many responses that participants wrote on professional development evaluations:

“Everything about this day was great! Knowing we have this excellent opportunity to partner with Perpich is so exciting and will make our district grow in a great way!”

“Having time to think! I loved looking over resources and considering how they can fit into my media arts class. I just started an animation unit with my class, so the timing was pretty perfect!”

“Thank you for the excellent workshop series! The clear instruction which included a variety of software options and lessons we could use to begin teaching in our classes was very helpful. The resources you shared are beautifully organized and user friendly.”

“The best part of this summit was the opportunity to be around other educators who are passionate about dance education and history.”

“I saw how having clear procedures and expectations allows for the students to spend more time learning and making music. It also helped students to be fully engaged.”

“I saw the great impact that teacher-student relationships have on student achievement. Also, I gained many practical ideas to help ELL students thrive—I especially can increase my visual aids.”

“It was such an uplifting day! Really great to hear the speakers selected for our session and to receive encouragement. I enjoyed visiting with other CAPP team members and listening to and sharing ideas.”

“In this workshop, I was put at ease about new ideas and how to possibly use them. I valued all of it. Beginning with discussion, allowing work time, going back to discussion, and then more work time. I loved that.”

“This opens a whole new world for me. I am interested in media art more than ever!”

“Just hearing everyone talk gave me a lot of inspiration. It is good to not feel alone.”

Key Findings from FY24 Outreach Data

- Perpich arts education specialists provided professional development and other support for educators and administrators in all five (5) arts areas: Dance, Media Arts, Music, Theater, and Visual Arts.
- Comprehensive Arts Planning Program (CAPP) and Leadership and Data specialists worked with their established cohorts in the planning and implementation of arts education in their regions and schools.
- The number of educators/administrators served is 1,571, and they each attended an average of 1.6 professional development events.
- The number of Minnesota charter schools/school districts served is 256.
- The number of Minnesota senate districts served is 67 of 67. The number of contacts with educators/administrators in each senate district ranged from 11 to 529.
- The number of PDR outreach events was 373.
- The rating participants give PDR programming is 4.24 on a scale of 1 to 5 (5 being high).

Section III -- enrollment trends, including the number of students from each congressional district admitted to Perpich Arts High School and efforts to increase enrollment by 20 percent by 2019;

FY24 Enrollment Trends

- 1) Enrolled students on Day 1 of the 2023-24 school year: 144
- 2) Enrolled students on Day 1 of the 2024-25 school year: 155
- 3) Enrolled Students on Day 1, 2024 – Commuter & Residential:
 - (a) Commuters: 51 33% of student body
 - (b) Dorm Residents: 104 67% of student body
- 4) Enrolled Students on Day 1, 2024 - Residence Location:
 - (a) 7-County Metro Area: 92 61% of student body
 - (b) Outstate MN: 60 39% of student body

Note: Overall MN Student Distribution

60% - County Metro, 40% - Outstate (Source: MDE)

- 5) Breakdown of student enrollment by grade in 2024-25: Gr. 12 = 90 Gr. 11 = 65
- 6) Juniors who finished the 2023-24 school year at AHS: 76
Number of 2024-25 Seniors that were enrolled at AHS during 2023-24: 69
91% of last year's Juniors returned for their senior year

- 7) Number of students new to Perpich in 2024-25 (total; Seniors/Juniors): 86
Total New Students (65 New Juniors; 21 New Seniors)
55% of the student body is new to the Arts High School in 2024-25

- 8) Congressional District Representation
 - CD1 - 15 CD5- 39
 - CD2 - 13 CD6 - 25
 - CD3 - 21 CD7 - 9
 - CD4 - 10 CD8 - 23

- 9) The Perpich Arts High School student body has the following representation in the Minnesota Legislature:

<u>House Members:</u>	<u>79/134</u>	<u>59%</u>
<u>Senate Members:</u>	<u>55/67</u>	<u>82%</u>

FY 24 Student Recruitment Effort

Encompassing time frame July 1, 2023 - June 30, 2024

- Direct Recruitment
 - Summer Arts Camp offered in June, 2024
 - Beginning Guitar
 - Introduction to Digital Photography
 - Drawing Crash Course
 - Focused recruitment with members of MN Association of Charter Schools to reach diverse populations and those that have exhibited an openness for a school of choice that best fits their needs
 - Visited 28 Minnesota counties

- Tabled at the following events:
 - The Loft WordPlay, July, 2023
 - LERA, Little Earth Resident Association, National Night Out, August, 2023
 - Native Youth Day, Indian Board of Health, August, 2023
 - Duluth Pride, September, 2023
 - Indigenous Writers Conference, September, 2023
 - St. Cloud Pride, September, 2023
 - Rain Taxi's Twin Cities Book Festival, October, 2023
 - Cologne Academy High School Fair, October, 2023
 - Friends School/City of Lakes Waldorf School High School Fair, October, 2023
 - Aurora Charter High School Fair, October, 2023
 - Best Prep Academy High School Fair, November, 2023
 - Owatonna Art Center 50th anniversary- Perpich Exhibit, January, 2024
 - Art-A-Whirl, May, 2024
 - Youth Pride June, 2024
 - Golden Valley Pride, June, 2024
- Hosted five in-person and four virtual Information Sessions October, 2023-March, 2024
- Outreach/Sponsorship
 - Attended the following conferences:
 - Minnesota Rural Educators Association, November, 2023
 - Minnesota School Boards Association, January, 2024
 - Minnesota Music Educators Association, February, 2024
 - Minnesota Public Radio, February, 2024
- Marketing/Public Relations
 - Updated Admissions flyer, October, 2023
 - Produced video shorts to promote Perpich Arts High School programming. Videos were shared on social media and in newsletters.
 - Continued development of website within organization brand
 - Social media advertising and Google Ads campaigns
 - Active social media channels: Facebook, Twitter, Instagram, YouTube, TikTok, Threads
 - Media advisories/Press releases sent to local media and media across the state
 - On-air and in print features
 - Letters to the Editor submitted

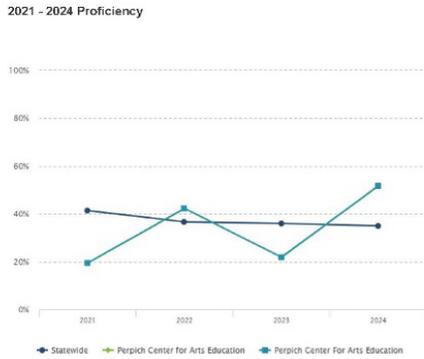
Section IV-- students' academic achievement, including performance on standard assessments, graduation rates, and the number of students enrolled in postsecondary education.

1. Academic Data

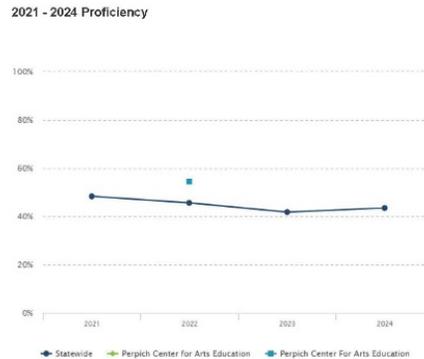
a. Standardized Assessments

i. Minnesota Comprehensive Assessments

Minnesota Report Card
Test Achievement Levels, Test Results and Participation
How are students performing on standards?
Perpich Center for Arts Education Perpich Center for Arts Education
Subject: Math Year: Trend Grade: 11 Demographics: All Students



Minnesota Report Card
Test Achievement Levels, Test Results and Participation
How are students performing on standards?
Perpich Center for Arts Education Perpich Center for Arts Education
Subject: Science Year: Trend Grade: HS Demographics: All Students



ii. ACT Test Results – Five Year Trend

Table 1: Five Year Trend - Composite ACT Scores

Year / # of students	English	Math	Reading	Science	Composite
2020 / 52	22.4	20.1	25.3	21.8	22.5
2021 / 55	20.5	19.0	23.3	20.7	21.1
2022 / 58	22.4	20.4	25.6	21.7	22.6
2023 / 33	22.6	19.2	26.2	21.5	22.5
2024 / 34	21.8	18.8	25.7	21.1	22.0

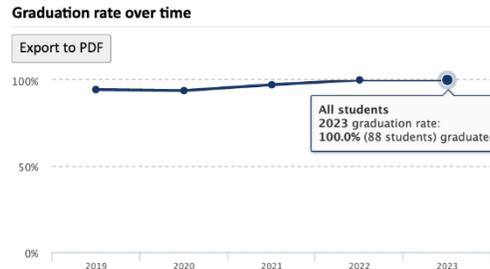
iii. Advanced Placement (AP) Results – Five Year Trend

	2020	2021	2022	2023	2024
Total AP Students	10	17	18	21	19
# of Exams	15	26	22	30	21
AP Students w/ Scores 3+	8	12	15	13	9
% of Total AP Students w/ Scores 3+	80.0	70.6	83.3	62	47.4

2. Graduation Rates

- a. 2024 Perpich High Arts High School Graduation Rate was 100%

Graduation Rate Trends (2019-2023) *Source: MDE Report Card*



3. Students Enrolled in Post-Secondary Education

- a. 2024 Perpich Art High School Graduates: 65 students
i. 45 Graduates (69%) enrolled in Post-Secondary – Fall, 2024*

20 Graduates Enrolled at Minnesota Post-Secondary Institutions

- Anoka-Ramsey Community College, MN
- Augsburg University, MN
- Concordia College, MN
- Hamline University, MN
- Minneapolis College (MCTC), MN
- Minneapolis College of Art and Design (MCAD), MN
- Minnesota State University - Mankato, MN
- North Hennepin Community College, MN
- St. Catherine University, MN
- University of Minnesota - Twin Cities, MN
- Winona State University, MN

25 Graduates Enrolled at Non-Minnesota Post-Secondary Institutions

- American Musical and Dramatic Academy (AMDA), NY
- Beloit College, WI
- Berklee College of Music, MA
- Cornell College, IA
- Cornish College of the Arts, WA
- Emily Carr University of Art & Design, Vancouver, BC, Canada
- Los Angeles College of Music (LACM), CA
- Maine College of Art & Design, ME
- Milwaukee Institute of Art and Design (MIAD), WI
- Parsons School of Design | The New School, NY
- Ringling College of Art & Design, FL
- Savannah College of Art and Design (SCAD), GA
- School of the Art Institute Chicago, IL
- University of Wisconsin - Stevens Point, WI
- University of Wisconsin - Stout, WI
- Willamette University, OR

*Post-Secondary Enrollment Data self-reported upon Graduation