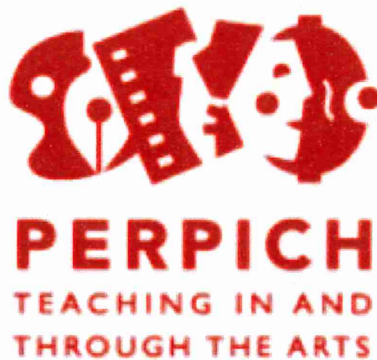


# **Report to the State of Minnesota and the Minnesota Legislature**

Perpich Center for Arts Education  
January 15, 2024

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



**Perpich Center for Arts Education**

**Annual Director's Report  
January 15, 2024**

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 14)*
- (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 19) and*
- (4) students' academic achievement, including performance on standard assessments, graduation rates, and the number of students enrolled in postsecondary education. (page 21)*

The following report contains the data requested.

Respectfully submitted,

*Charles Rick*

Dr. Charles O. Rick, 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;**

**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 centers 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 and Minnesota Arts Education Data Project. These programs provide data and support statewide.

The Comprehensive Arts Planning Program (CAPP) facilitates strategic planning with school districts, helping them create multi-year strategic plans that will guide local and district decision-making related to arts education. This program 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.

**FY23 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)

### **FY23 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 FY23, some of their work transitioned back to in person professional development workshops and conferences. Educators were thrilled to be back in person with one another 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 FY23, the dance education specialist:

- Planned or co-planned and conducted a variety of professional development workshops from Perpich Center. Titles/topics included: *Unlocking Literacy through Movement and Text*; *Connect/Respond to the Arts of the Dakota and Ojibwe People*; Dance Education Summit; Arts Integration; educator wellness. These opportunities were offered in a combination of virtual and in-person settings.
- Presented sessions for, and collaborated with, professional arts/education organizations including Cowles Center, Dance Educators Coalition (DEC), Ordway Education, 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: Anoka-Hennepin, Minneapolis, and St. Paul.
- Contributed to regional and national initiatives in Dance Education by serving on the National Dance Education Organization (NDEO) Board of Directors and presenting at the NDEO annual conference.

- Communicated with constituents through regular email/newsletter 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 FY23, the music education specialist:

- Planned or co-planned and conducted a variety of professional development opportunities from Perpich Center including book studies, statewide Professional Learning Communities (PLCs) and workshops. Workshop topics included: Minnesota K-12 Academic Standards in the Arts, curriculum mapping, music of the Dakota and Ojibwe people, teaching students with special needs, Arts Integration, 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 MN chapter of American Choral Directors Association (ACDA-MN), Minnesota Band Directors Association (MBDA), Minnesota Music Educators Association (MMEA), Minnesota River Valley Education District (MRVED), Minnesota Society for Music Teacher Education (MNSMTE), Sourcewell (Staples, MN), Southwest West Central (SWWC) Service Cooperative and VocalEssence.
- 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: Alexandria, Anoka-Hennepin, Austin, Bemidji, Browns Valley, Buffalo-Hanover-Montrose, Cannon Falls, Columbia Heights, Goodhue, Hayfield, LaCrescent-Hokah, Lakeville, Minneapolis, Pillager, Rochester, Rock Ridge, RTR, Sauk Rapids-Rice, St. Cloud, Staples-Motley, and White Bear Lake.
- 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 FY23, the theater education specialist:

- Planned or co-planned and conducted a variety of professional development opportunities from Perpich Center including workshops focused on Arts Integration; Connect/Respond to the Arts of Dakota and Ojibwe people; Minnesota K-12 Theater Arts Standards; Theater Design and Technology; Disability Access and Inclusion in Theater Education; 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), Minnesota Thespians, Gichi-ziibi Center for the Arts, and Minnesota Department of Education.
- Provided professional development for Minnesota school districts on a variety of topics. School districts included: Alexandria, Bloomington, Columbia Heights, Minneapolis, Sartell, Sauk Rapids-Rice, and St. Paul.
- Contributed to regional and national initiatives in Theater Education, participating in the Association for Theatre in Higher Education conference, and presenting at the Communication and Theater Association of Minnesota conference and the Minnesota Thespians conference.
- Communicated with constituents through regular email/newsletter 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 FY23, the visual and media arts education specialist:

- Co-planned and conducted professional development workshops from Perpich Center. Topics centered around implementation of the Minnesota K-12 Academic Standards in the Arts, developing inclusive and social emotionally supportive learning environments, and assessment.
- Presented sessions for, and collaborated with, professional arts/education organizations including Art Educators of Minnesota, Minneapolis College of Art and Design, Minnesota State University Moorhead, St. Olaf College, Southwest West Central Service Cooperative, University of Minnesota-Duluth, and University of Minnesota-Twin Cities.
- 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: Alexandria, Bagley, Bemidji, Brainerd, Columbia Heights, Duluth, Edina, Foley, Forest Lake, Kasson-Mantorville, La Crescent-Hokah, Lakeville,

Minneapolis, New Prague, Northfield, Osseo, Roseville, Sauk Rapids-Rice, Stillwater, St. Paul, South Washington County, and White Bear Lake.

- Contributed to regional and national initiatives in Visual and Media Arts Education by serving on the National Art Education Association (NAEA) Board and taking a major role in the NAEA annual pre-conference and conference.
- Communicated with constituents through quarterly newsletters, and responded to individual requests from Minnesota educators for assistance, support, project development, and arts advocacy information.

### **FY23 Summaries of PDR Program Work**

#### **Leadership and Data Specialist (1.0)**

In FY23, the Leadership and Data Specialist focused on serving schools and educators across Greater Minnesota through two programs: Regional Arts Teacher-Leader network (RAT-Ls) and 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 post-pandemic. This required a new application process for the FY23 Regional Arts Teacher-Leader cohort and new series of monthly programming.
- 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. Approximately 30% of schools did not report their data through the required report of Minnesota Common Course Catalog data. This marks a 10% increase in reporting from the previous year.

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.

The website hosting the revised dashboard is currently in development, but 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 2021-2023 CAPP cohort included Art and Science Academy (Cambridge), Loveworks Academy for the Arts (Minneapolis), Minnesota Excellence in Learning Academy (Maple Grove); and Brooklyn Center Community Schools, Burnsville-Eagan-Savage Public Schools, Monticello Public Schools, Russell-Tyler-Ruthton Public Schools, and Zumbro Education District. In FY23, the CAPP specialist:

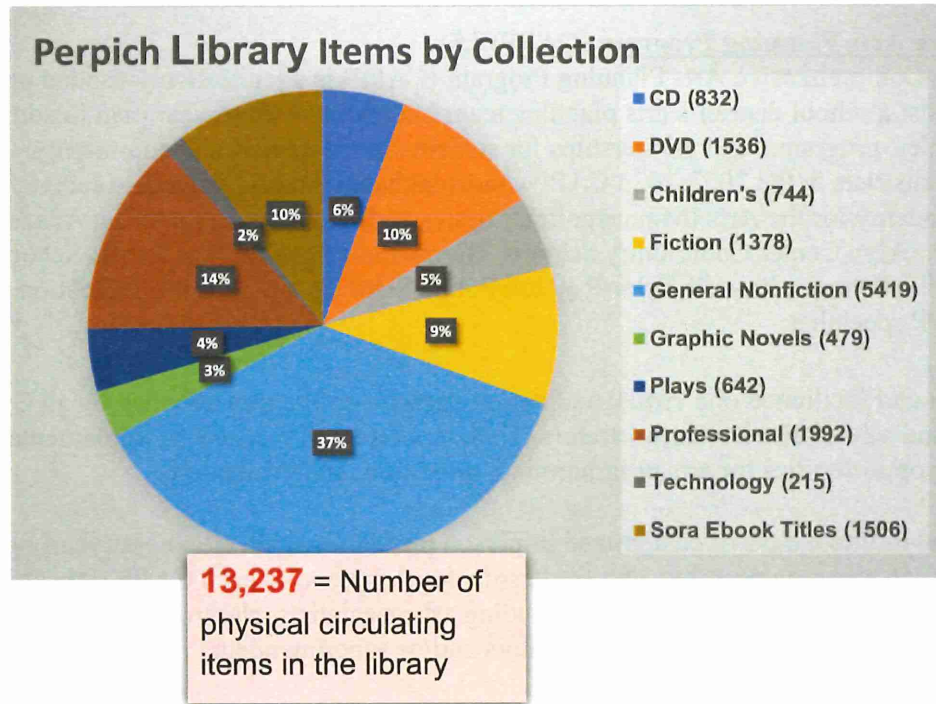
- Planned and facilitated one virtual and two in-person conferences attended by all CAPP co-chairs and school district administrators. These conferences focused on implementation goals, funding opportunities for arts programming, reflection, and evaluation.
- Provided multiple days of customized in-person 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.

"The CAPP process was very clear and helpful. The result was a very clear plan with attainable goals. Among the many things we accomplished, BES was able to adjust our elementary specialist schedule so that students can see art and music teachers more frequently. We are using our CAPP data to create a cohesive and comprehensive arts curriculum across all of our schools. Thank you! This has been a great experience!" Rachel Lucius, CAPP chair, Systems Improvement and Student Achievement coordinator, Burnsville-Eagan-Savage School District

"CAPP helped us create a sustainable plan to create arts programming that is culturally responsive and meets the needs of all learners! CAPP resulted in an increase in support from staff, administration, and parents for the arts. CAPP allowed our school to dream big and make those dreams a reality for our school community!" Jessica Thompson, CAPP Co-Chair, music educator, Minnesota Excellence in Learning Academy

**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 children’s art and diversity picture books, and areas of arts integration, dance, music, theater, and visual arts. In addition, the library serves as the media center and library for the Arts High School.



In FY23, here are two tables to look at the circulation of library items. Notable: The number of Inter-library loans (ILL) increased 36% over FY22 and use of the library by external patrons increased 73% over FY22.

Number of Loans by Patron Status

Year	ILL*	Sora Ebook App	Student	Staff/ Faculty	External	Total
June 2022- May 2023	80	14	564	317	123	1,098

\*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 2022-May 2023	581

In FY23, the Perpich Center librarian:

- 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; also made lists available to external patrons on the library website.
- Collaborated with high school faculty to create various “libraries” that also use the library checkout system and better track resources checked out to staff and students.
- Mentored student teaching assistants working in the library.
- Continued to update the library collections and environment.
- Communicated with constituents through the monthly library newsletter, other Perpich newsletters, “Would you rather...” Fridays, and various social media sites; and responded to individual requests from internal and external patrons.

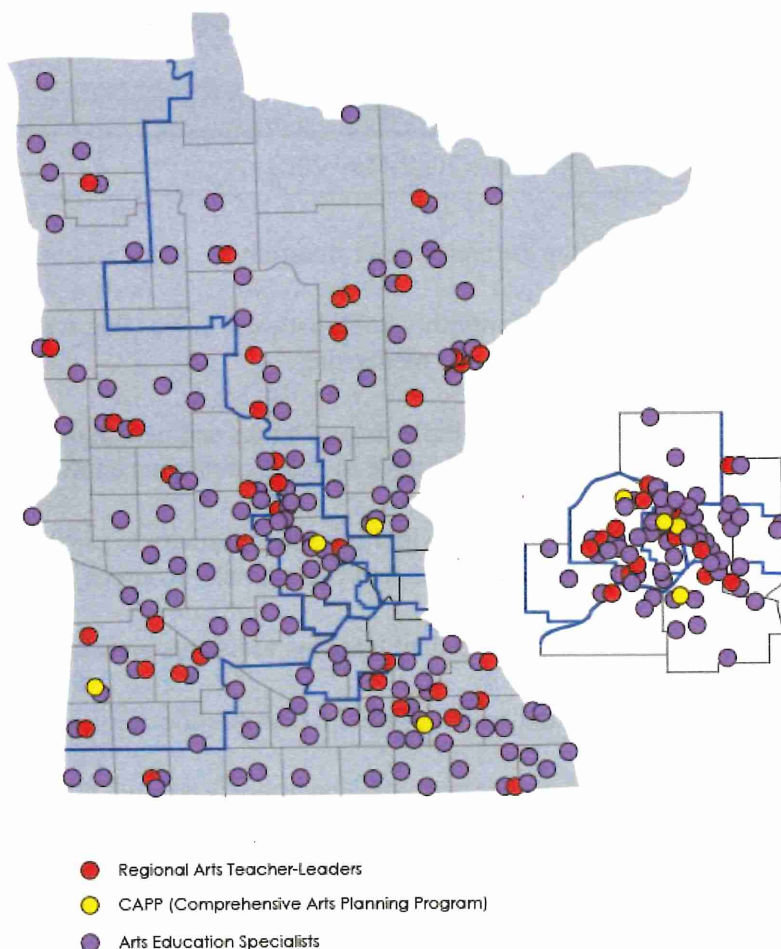
**Section II -- The impact of the center's outreach activities;**

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 FY23.



Second, the chart below gives an overview of PDR data in FY23, featuring the number of school districts, educators, and administrators that were served collectively by specialists and programs. Within this data, numbers reported are unique—no repeats are counted. PDR staff had more than 1,800 points of contacts among educators/administrators throughout Minnesota; many of them served multiple times and in multiple ways.

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

Fiscal Year	Total Number of Events	School Districts	Total Points of Contact	Educators			Administrators Includes principals, curriculum directors, superintendents
				Total Educators	Arts Educators	Non-Arts Educators	
FY23	350	211	More than 1,800	879	739	140	83

The data was also disaggregated into contacts by Minnesota senate districts. This chart shows the number of educators/administrators served 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	21	12	35	65	43
2	36	19	36	93	50
3	22	15	37	47	29
4	25	14	38	92	56
5	22	12	39	28	17
6	49	20	40	119	65
7	10	8	41	182	98
8	53	30	42	71	37
9	83	29	43	54	32
10	51	26	44	71	42
11	45	25	45	153	89
12	390	207	46	71	37
13	76	43	47	32	24
14	87	39	48	64	40
15	114	63	49	82	41
16	67	30	50	38	24
17	25	17	51	56	31
18	38	17	52	63	36
19	72	37	53	14	10
20	86	36	54	13	13
21	92	39	55	81	38
22	68	28	56	110	53
23	49	24	57	42	17
24	75	36	58	106	38
25	35	16	59	81	54
26	34	18	60	111	63

27	85	50	61	86	59
28	63	34	62	93	68
29	44	27	63	135	93
30	60	45	64	37	24
31	87	57	65	45	27
32	51	30	66	89	46
33	94	57	67	57	34
34	135	78			

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	45%	32%	13%	9%

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

In FY23, participants in PDR programs responded to one reflective statement on a five-point scale:

<b>“I am leaving with ideas I can transfer into my teaching practices.”</b>
The average response is 4.47 on a scale of 1 to 5.

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

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

“After the workshop I’m feeling connected and affirmed. YOU’RE AMAZING! Thank you so much!” - Kari Beutz

“The workshop had back and forth conversations and allowed us to ask real life questions. Great content!” - Nicole Frueh

“Great reminders of things I can do every day to support my students.” - Elizabeth Behnke

“It is so refreshing to have workshops tailored to the arts that relate to renewal requirements! Thank you for making these opportunities happen!” - Kelly Lynn Stanton-Nutt

“I am so excited about the chance to work to bring better arts opportunities for pre-K through 12th grade students in our community.” - Sheila Shusterich

“The best part of today was hearing the stories Ethan and Ramona shared as well as looking more in depth to the artistic aspects of Perpich.” - Sam Halverson

“Perpich workshops always allow me to connect with a committed group of dance educators from across different teaching sectors.” - Julie Kerr-Berry

### **Key Findings from FY23 Outreach Data**

- Perpich arts education specialists provided professional development and other support for educators and administrators in all five arts areas: Dance, Media Arts, Music, Theater, and Visual Arts.
- Leadership and Data and Comprehensive Arts Planning Program (CAPP) 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: 962, and they each attended an average of 1.9 professional development events.
- The number of Minnesota charter schools/school districts served: 211.
- The number of Minnesota senate districts served: 67 of 67. The number of contacts with educators/administrators in each senate district ranged from 10 to 390.
- The number of PDR outreach events: 350.
- The number of school districts completing Year 2 of the Comprehensive Arts Planning Program (CAPP): 8 of 8.
- The rating participants give PDR programming: 4.47 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;**

#### **FY23 Enrollment Trends**

- 1) Enrolled students on Day 1 of the 2022-23 school year: 154
- 2) Enrolled students on Day 1 of the 2022-23 school year: 144
- 3) Enrolled Students on Day 1, 2023 – Commuter & Residential:

- (a) Commuters: 63 44% of student body
- (b) Dorm Residents: 81 56% of student body

4) Enrolled Students on Day 1, 2023 - Residence Location:

- (a) 7-County Metro Area: 91 63% of student body
- (b) Outstate MN: 53 37% of student body

*Note: Overall MN Student Distribution*

*55.6% - County Metro*

*44.4% - Outstate*

*(Source: MDE)*

5) Breakdown of student enrollment by grade in 2023-24: Gr. 12 = 68 Gr. 11 = 76

6) Juniors who finished the 2022-23 school year at AHS: 54

*Number of 2023-24 Seniors that were enrolled at AHS during 2022-23: 54*

*100% of last year's Juniors returned for their senior year*

7) Number of students new to Perpich in 2023-24 (total; Seniors/Juniors) 90

*Total New Students (76 New Juniors; 14 New Seniors)*

*63% of the student body is new to the Arts High School in 2023-24*

8) Congressional District Representation

CD1	17	CD5	43
CD2	15	CD6	13
CD3	16	CD7	10
CD4	13	CD8	17

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

House Members:	81/134	60.4%
Senate Members:	56/67	83.6%

**FY 23 Student Recruitment Effort**

Encompassing time frame July 1, 2022 - June 30, 2023

- Direct Recruitment
  - Summer Arts Camp offered in June, 2023
    - Introduction to Guitar
    - Introduction to Digital Photography
  - Recruitment fliers sent to 453 high schools across the state, addressed to Principal, Counselor, Media Specialist, English Department, Music-Vocal and Band, Theater/Drama



- Focused recruitment with 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
- Tailored emails sent to 119 charter schools
- Visited 34 Minnesota counties
- Tabled at the following events:
  - Golden Valley Days, September, 2022
  - Twin Cities Bookfest, October, 2022
  - Friends School/City of Lakes Waldorf School High School Fair, October, 2022
  - Aurora Charter High School Fair, October, 2022
  - Best Prep Academy High School Fair, November, 2022
  - Step Academy High School Fair, November, 2022
  - Northeast College Prep High School Fair, November, 2022
  - Yinghua Academy High School Fair, December, 2022
  - Cannon River STEM High School Presentation, December, 2022
  - Youth Pride, June, 2023
  - Golden Valley Pride, June, 2023
- Continued use of Copper CRM for data management, allowing tailored and efficient communication with prospective students and families.
- Hosted several in-person and virtual Information Sessions October, 2022-March, 2023
- Outreach/Sponsorship
  - Attended the following conferences:
    - Twin Cities Book Fest, October, 2022
    - Minnesota School Counselor Association, November, 2022
    - Minnesota Rural Educators Association, November, 2022
    - Minnesota Music Educators Association, February, 2023
  - Playbill advertisements for Orpheum Theatre
- Marketing/Public Relations
  - Updated Admissions flyer, October, 2022
  - 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
  - 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**

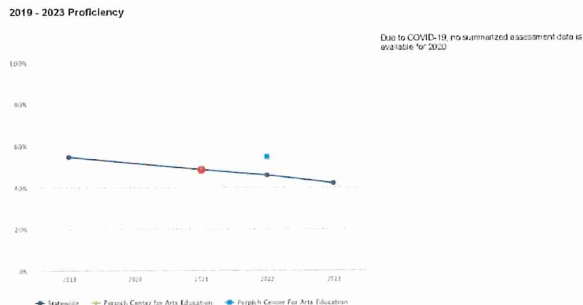
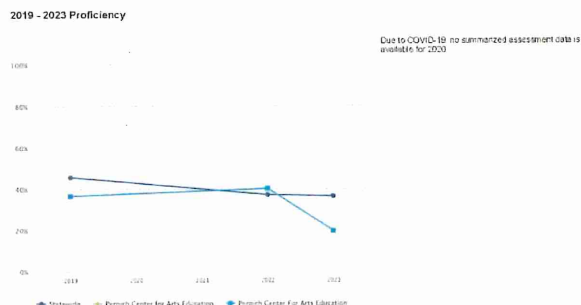
**a. Standardized Assessments**

**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 Students Included: All tested Year: Trend Grade: 11 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
2019 / 54	23.4	19.8	24.9	21.6	22.6
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

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

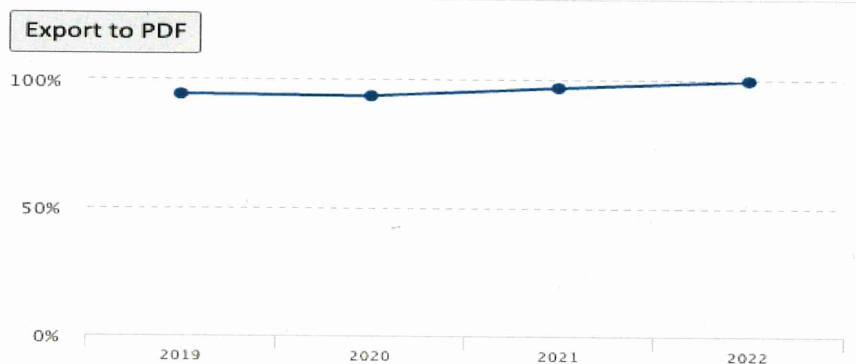
	2019	2020	2021	2022	2023
Total AP Students	35	10	17	18	21
# of Exams	52	15	26	22	30
AP Students w/ Scores 3+	25	8	12	15	13
% of Total AP Students w/ Scores 3+	71.4	80.0	70.6	83.3	62

## 2. Graduation Rates

- a. 2023 Perpich High Arts High School Graduation Rate was 100%

Graduation Rate Trends (2019-2022) *Source: MDE Report Card*

### Graduation rate over time



## 3. Students Enrolled in Post-Secondary Education

- a. 2023 Perpich Art High School Graduates: 88 students  
i. 56 Graduates (64%) enrolled in Post-Secondary – Fall, 2023\*

### 33 Graduates Enrolled at Minnesota Post-Secondary Institutions

Augsburg University  
Bemidji State University  
Bethel College  
Central Lakes College  
Dougherty Family College (University of St. Thomas)  
Gustavus Adolphus College  
Lake Superior College  
Minneapolis College (MCTC)  
Minneapolis College of Art & Design  
Minnesota North College  
Minnesota State College Southeast, Red Wing campus  
Minnesota State University Mankato  
Minnesota State University Moorhead  
Normandale Community College  
St. Catherine University  
St. Olaf College  
University of Minnesota - Duluth  
University of Minnesota - Twin Cities  
Winona State University

### 23 Graduates Enrolled at Non-Minnesota Post-Secondary Institutions

Charleston College

Columbia College Chicago  
Colorado College  
Lawrence University  
Long Island University  
Maine College of Art and Design  
Maryland Institute College of Art  
Montana State University  
North Dakota State University  
Northland College  
Point Park University  
Purchase College  
San Diego Mesa College  
Savannah College of Art and Design  
School of Visual Arts  
Sweet Briar College  
The American University of Rome  
University of Colorado - Boulder  
University of Michigan  
University of Nevada - Reno  
University of North Dakota  
University of Oregon  
University of Puget Sound  
University of Wisconsin - Stout  
Willamette University

*\*Post-Secondary Enrollment Data self-reported upon Graduation*