

**MINNETONKA SCHOOL BOARD  
CLOSED SESSION AND STUDY SESSION**

**District Service Center  
February 22, 2024  
6:00 p.m.**

**AGENDA**

**CLOSED SESSION**

4:30      1.      Superintendent's Mid-Year Review

**STUDY SESSION**

6:00      1.      Review of FY24 Amended Budget

6:15      2.      Self Insurance Fund Update

6:35      3.      MTSS Update

6:50      4.      Professional Learning Update

7:00      5.      Discussion on Facilities Study

7:15      6.      Update on Deephaven Auto Queue

7:25      7.      Further Review of Policy #626: Secondary Grading and Reporting  
Pupil Achievement

**CITIZEN INPUT**

**6:15 p.m.**      Citizen Input is an opportunity for the public to address the School Board on any topic in accordance with the guidelines printed below.

**GUIDELINES FOR *CITIZEN INPUT***

Welcome to the Minnetonka School Board's Study Session! In the interest of open communications, the Minnetonka School District wishes to provide an opportunity for the public to address the School Board. That opportunity is provided at every Study Session during *Citizen Input*.

1. Anyone indicating a desire to speak to any item about educational services—except for information that personally identifies or violates the privacy rights of an individual—during *Citizen Input* will be acknowledged by the Board Chair. When called upon to speak, please state your name, connection to the district, and topic. All remarks shall be addressed to the Board as a whole, not to any specific member(s) or to any person who is not a member of the Board.
2. If there are a number of individuals present to speak on the same topic, please designate a spokesperson who can summarize the issue.
3. Please limit your comments to three minutes. Longer time may be granted at the discretion of the Board Chair. If you have written comments, the Board would like to have a copy, which will help them better understand, investigate and respond to your concern.
4. During *Citizen Input* the Board and administration listen to comments. Board members or the Superintendent may ask clarifying questions of you in order to gain a thorough understanding of your concern, suggestion or request. If there is any response or follow-up to your comment or suggestion, you will be contacted via email or phone by a member of the Board or administration in a timely manner.
5. Please be aware that disrespectful comments or comments of a personal nature, directed at an individual either by name or inference, will not be allowed. Personnel concerns should be directed first to a principal or executive director of the department, then to the Executive Director of Human Resources, then to the Superintendent and finally in writing to the Board.

## INFORMATION

**SCHOOL BOARD  
Minnetonka I.S.D. 276  
5621 County Road 101  
Minnetonka, Minnesota**

### **Study Session Agenda Item #1**

**Title: Review of FY2024 Amended Budget**

**Date: February 22, 2024**

---

#### **EXECUTIVE SUMMARY:**

Minnetonka Independent School District 276 continually monitors actual revenue and expenditures against budgeted amounts through the year, and typically makes mid-year budget adjustments to reflect any changes in revenue and expenditure projections that have materialized in the first 6-7 months of the year.

The attached amended budget information is for FY24 only. The FY25 budget is in the process of development during the months of February through May for final approval in June prior to the start of FY25 on July 1, 2024. Initial projections are included for informational purposes, but as part of the FY25 budget process, updated projections including any changes by the 2024 Legislature for FY25 and subsequent years will be presented at that time.

Also, as of the date of this Study Session, the FY24-FY25 Minnetonka Teachers Association Contract is still being negotiated. Any differences in the final negotiated settlement from the compensation assumptions included in this FY24 Amended Budget and projection for FY25-FY29 will result in changes to both the FY24 Amended Budget and the FY25-FY29 projection.

The FY24 Amended Budget projection includes all the known changes in revenues and expenditures that have occurred since the FY24 Budget was adopted on June 15, 2023. The General Operating Fund Amended Budget currently estimates a surplus of \$1,252,283, which is down (\$812,842) from the Adopted Budget amount of \$2,065,125.

It is important to note that the General Operating Fund is supported in both FY24 and FY25 by significant one-time or transitory revenue as follows:

- FY24 revenue is supported by \$2,184,946 in one-time Operating Referendum Revenue from a prior-year adjustment for actual inflation that ran higher than the inflation level estimated by the Minnesota Department of Education
- FY24 revenue is also supported by \$2,602,583 in transitory interest earnings on cash due to increased interest rates by the Federal Reserve to combat inflation – as the Federal Reserve lowers interest rates in the future this level of interest earnings will not be available, but the District is taking maximum advantage of the rates while they still exist by locking in future earnings
- Absent the one-time Operating Referendum revenue and the transitory higher-than-normal interest earnings, the FY24 Adopted Budget and Amended Budget would not be showing an estimated surplus

- FY25 revenue is supported by \$1,746,428 in one-time Operating Referendum revenue, \$320,967 in one-time Reemployment revenue, and \$112,111 in one-time Local Optional revenue, totaling \$2,179,506 in one-time revenue from prior-year adjustments due to MDE estimates being lower than actual
- FY25 revenue is also supported by \$2,000,000 in transitory interest earnings on cash due to increase interest rates by the Federal Reserve compared to normal rate levels, but estimated to decline approximately 25% during FY25 from FY24 levels
- Absent the one-time Operating Referendum revenue, one-time Reemployment revenue, and one-time Local Optional revenue, and the transitory higher-than-normal interest earnings, the FY25 Adopted Budget estimate would show significantly larger deficit of revenue to expenditures
- The absence of one-time revenues in FY26 is one of the primary reasons that the estimated deficit of revenues to expenditures is larger by over \$4,000,000, at (\$6,082,468) in FY26 compared to (\$1,981,675) in FY25

The FY24 Amended Budget projects the following amounts for the General Operating Fund:

General Operating Fund Revenues	\$162,407,686
General Operating Fund Expenditures	\$161,155,403
Projected Revenues Over (Under) Expenditures	\$ 1,252,283
Net Change in Ending Fund Balance	\$ 1,252,283
Projected Ending Unassigned Fund Balance	\$ 23,329,504
Unassigned Fund Balance as Percent of Expenditures	14.5%
Net Change in Unassigned Fund Balance From FY23	\$ 1,509,349

Amended Budgets for the Nutrition Services Fund, Community Service Fund, Capital Expenditures Fund, Debt Service Fund, Fiduciary Funds-Donations, Athletic Equipment Fund, Self-Insurance Health & Dental Fund, Other Post-Employment Benefits Fund, Arts Center Fund, Dome Operations Fund, Aquatics Fund, Pagel Center Operations Fund, Long Term Facilities Maintenance Fund, Building Construction Fund, OPEB Bonds Debt Service Fund, and Capital Projects Technology Fund and are also attached for review.

---

#### **ATTACHMENTS:**

FY2024 Amended General Operating Fund Budget  
 FY2024 Amended Budget and FY25-FY29 Projection Assumptions  
 FY2024 Summary of General Operating Fund Budget Amendments  
 FY2024 Reconciliation of Adopted Budget to Amended Budget  
 Food & Nutrition Services Fund  
 Community Service Fund  
 Operating Capital Fund  
 Debt Service Fund  
 Fiduciary Funds - Donations  
 Athletic Equipment Fund  
 Self-Insurance Health & Dental Fund


Other Post-Employment Benefits Fund  
Arts Center Fund  
Dome Operations Fund  
Aquatics Fund  
Pagel Center Operations Fund  
Long Term Facilities Maintenance Fund  
Other Post-Employment Benefits Debt Service Fund  
Building Construction Fund  
Capital Projects Technology Fund

---

**RECOMMENDATION/FUTURE DIRECTION:**

The FY24 Amended Budget is presented for the School Board's review.

**Submitted by:**   
Paul Bourgeois, Executive Director of Finance & Operations

**Concurrence:**   
David Law, Superintendent

**MINNETONKA INDEPENDENT SCHOOL DISTRICT 276**  
**FY2024 AMENDED GENERAL OPERATING FUND BUDGET AND PROJECTION FOR FY2025 THROUGH FY2029**

General (01), Transportation (03), & Extra Curricular (11) Funds		+5.05 Tchr FTE*	+3.43 Tchr FTE	+3.09 Tchr FTE*	+1.11 Tchr FTE*	+0 Tchr FTE	+0 Tchr FTE	+0 Tchr FTE	+0 Tchr FTE	+0 Tchr FTE
K-12 Student Growth Oct Target Numbers (Actuals Thru FY23)		163	32	-6	36	130	0	0	0	0
October 1 K-12 Enrollment Target (Actuals Thru FY23)		11,174	11,206	11,200	11,242	11,372	11,372	11,372	11,372	11,372
Definitions		Actual 2021-2022	Actual 2022-2023	Adopted 2023-2024	Amended 2023-2024	Projected 2024-2025	Projected 2025-2026	Projected 2026-2027	Projected 2027-2028	Projected 2028-2029
<b>SOURCES OF REVENUE:</b>	Gen Ed Rev - Resident	\$54,087,221	\$54,306,048	\$55,936,099	\$55,903,042	\$57,116,198	\$58,592,014	\$59,846,359	\$61,140,754	\$62,458,632
	Gen Ed Rev - Open Enroll	\$28,762,422	\$30,695,379	\$31,616,732	\$31,924,602	\$33,650,099	\$34,519,579	\$35,258,578	\$36,021,174	\$36,797,603
	Categorical	22,125,490	24,241,930	29,181,854	28,518,903	28,862,334	29,175,877	30,149,810	30,804,910	30,983,764
	Miscellaneous	3,472,364	5,058,977	4,253,840	6,087,261	4,980,000	3,980,000	3,880,000	3,780,000	3,780,000
	Federal	4,244,490	4,305,768	3,003,053	2,942,729	2,895,087	2,895,087	2,895,087	2,895,087	2,895,087
	Revenue Before Ref.	112,691,987	118,608,101	123,991,578	125,376,537	127,503,719	129,162,556	132,029,834	134,641,925	136,915,086
	Total Voter Approved Referendum Rev	23,007,370	23,151,349	28,059,527	28,059,527	29,294,449	28,304,722	29,035,413	29,773,982	30,470,908
	Local Option Revenue Tier 1	5,292,763	5,163,642	5,429,663	5,429,663	5,387,386	5,302,290	5,302,290	5,302,290	5,302,290
	Local Option Revenue Tier 2	3,489,811	3,545,655	3,541,958	3,541,958	3,624,485	3,624,485	3,624,485	3,624,485	3,624,485
	Total Revenue	\$144,481,932	\$150,468,746	\$161,022,727	\$162,407,686	\$165,810,038	\$166,394,053	\$169,992,021	\$173,342,681	\$176,312,768
<b>USES OF REVENUE:</b>	Salaries & Wages	\$98,311,029	\$101,936,550	\$106,519,637	\$107,337,797	\$112,648,478	\$115,900,181	\$119,240,083	\$122,670,326	\$126,193,093
	Benefits	30,769,754	31,860,123	33,468,615	34,345,909	36,010,355	36,910,989	37,851,744	38,820,927	39,861,229
	Purchased Serv.	7,234,495	7,291,213	7,015,105	7,504,343	7,310,067	7,335,059	7,462,783	7,593,311	7,726,716
	Supplies	4,534,112	3,267,029	4,926,418	4,963,267	4,257,261	4,324,583	4,367,329	4,410,503	3,661,285
	Transportation	6,004,090	5,898,407	7,192,749	7,171,188	7,691,403	8,056,151	8,438,686	8,687,534	8,943,781
	Transfers	591,230	569,608	650,155	647,976	667,415	687,438	708,061	729,303	751,182
	Transfer from OPEB Trust	(754,419)	(815,037)	(815,077)	(815,077)	(793,266)	(737,880)	(679,468)	(621,296)	(606,606)
	Total Expenses	\$146,690,293	\$150,007,893	\$158,957,602	\$161,155,403	\$167,791,713	\$172,476,521	\$177,389,219	\$182,290,607	\$186,530,680
<b>BOTTOM LINE:</b>	Ongoing Revenue Over (Under) Expenditures	(\$2,208,361)	\$460,854	\$2,065,125	\$1,252,283	(\$1,981,675)	(\$6,082,468)	(\$7,397,198)	(\$8,947,926)	(\$10,217,911)
<b>FUND BALANCE:</b>	Beginning	\$25,744,728	\$23,536,367	\$23,910,676	\$23,997,221	\$25,249,504	\$23,267,829	\$17,185,361	\$9,788,163	\$840,237
	Ongoing Revenue Over (Under) Expenditures	(\$2,208,361)	\$460,854	\$2,065,125	\$1,252,283	(\$1,981,675)	(\$6,082,468)	(\$7,397,198)	(\$8,947,926)	(\$10,217,911)
	One-Time Transfer from OPEB Fund (VANTAGE/MOMENTUM)	\$9,850,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	One-Time Transfer to Operating Capital/Construction Fund	(\$9,850,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Ending	23,536,367	23,997,221	25,975,801	25,249,504	23,267,829	17,185,361	9,788,163	840,237	(9,377,674)
<b>RECON. OF ENDING FUND BALANCE:</b>										
Assigned Fund Balance	Op Cap Deferred Use	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Assigned Fund Balance	Q-Comp	\$436,430	\$533,560	\$300,000	\$485,000	\$485,000	\$485,000	\$485,000	\$485,000	\$485,000
Restricted Fund Balance	3rd Party Billing	\$111,162	\$59,981	\$60,000	\$85,000	\$85,000	\$85,000	\$85,000	\$85,000	\$85,000
Non Spendable Fd Bal	Prepays & Inventories	\$1,133,240	\$1,583,525	\$550,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000
Total Assigned, Non Spendable or Restricted Fd Bal		\$1,680,833	\$2,177,066	\$910,000	\$1,920,000	\$1,920,000	\$1,920,000	\$1,920,000	\$1,920,000	\$1,920,000
Total Unassigned Fund Balance		\$21,855,534	\$21,820,155	\$25,065,801	\$23,329,504	\$21,347,829	\$15,265,361	\$7,868,163	-\$1,079,763	-\$11,297,674
Total Fund Balance as % of Expenditures		16.0%	16.0%	16.3%	15.7%	13.9%	10.0%	5.5%	0.5%	-5.0%
Unassigned as a % of Expenditures		14.9%	14.5%	15.8%	14.5%	12.7%	8.9%	4.4%	-0.6%	-6.1%
* 8.98 FTE Teacher staff are assigned to the Tonka Online Comprehensive eLearning Program										

Amended Budget Six-Year Projection Assumptions  
FY24-FY29  
February 22, 2024  
Projected FY24-FY29 Major Budget Assumptions  
Under Current Statutes through FY23 Legislature

The following major assumptions and factors are included in the Amended Budget Projected FY24 through FY29 Budget Projections:

- Enrollment
  - FY24 Amended Budget at 11,242 K-12 students per October 1<sup>st</sup>, 2023 Enrollment (Includes both in-person and Tonka Online Comprehensive eLearning students)
  - FY25 through FY29 K-12 students set at 11,372 K-12 based on projected increase of 130 students per School Board approval of In-Person enrollment cap from 11,100 to 11,250 plus 122 Tonka On-line Comprehensive enrolled students continuing as Tonka On-Line Comprehensive or In-Person students in FY25
- Total Revenues for FY24 Amended Budget of \$162,407,686 which is a \$1,384,959 increase over FY24 Adopted Budget Revenues of \$161,022,727
  - Major items – State Special Education Cross Subsidy Reduction Aid decrease per 1/30/24 State SPED Comprehensive Aid Report
  - Unemployment Insurance increase per new legislature requirements; Investment Earnings increase per locked in rates through Dec 2023.
  - General Education Formula Per Pupil FY24 – actual 4.0% increase of \$275 to \$7,138 based on state statute
  - General Education Formula Per Pupil FY25 – assumes 2.0% increase of \$143 to \$7,281 based on state statute
  - General Education Formula Per Pupil FY26 – assumes 2.58% increase of \$188 to \$7,469 based on MDE calculation of projected inflation
  - General Education Formula Per Pupil FY27 – assumes 2.14% increase of \$160 to \$7,629 based on MDE calculation of projected inflation
  - General Education Formula Per Pupil FY28 – assumes 2.16% increase of \$165 to \$7,794 based on MDE calculation of projected inflation
  - General Education Formula Per Pupil FY29 – assumes 2.16% increase of \$168 to \$7,962 based on MDE calculation of projected inflation
- Local Option Revenue Tier 1 for FY24 and later remains at \$424 per Adjusted Pupil Unit which generates \$5,429,663 in FY24 – this is local levy so additional students above the estimate generate revenue in a subsequent year with a make-up levy
- Local Option Revenue Tier 2 for FY24 at \$300 and adjusted for inflation through FY26 at Operating Referendum Inflation Rate – generates \$3,541,958 in FY24
- Categorical Programs revenue (Q-Comp, Equity, etc.) FY24 – remain at current funding levels per pupil as levied on 22 Pay 23 Levy for FY24. Includes new funding formulas for:

- Student Support Personnel Aid of \$11.94 per pupil
- Library Aid of \$16.11 per pupil
- Compensatory Revenue funding formula which will hold harmless due to the enactment of Universal Meals program
- English Learner Cross Subsidy Reduction Aid increase which increases the EL Revenue per pupil from \$704 to \$1,228 along with the EL Concentration Revenue per pupil from \$250 to \$436
- Special Education (SPED) Cross Subsidy Reduction Aid decrease per 1/30/24 State SPED Comprehensive Aid Report which reduces the cross-subsidy by 44% in FY24 (previously at 6% in FY23)
  - SPED Cross Subsidy Reduction Aid = \$2,811,183 (Estimated at \$3,504,575 at FY24 Adopted Budget)
- FY24 Federal Revenue (as well as offsetting expenditures) set at actual grant levels per grant awards including actual carryover revenue from FY23 for ARP, ESSER, ESEA, and IDEA federal funds
  - FY25 no longer includes any new or carryover ARP and ESSER federal funds (projected to be fully utilized in FY24)
  - Any permanent positions previously funded by ARP and ESSER federal funds are continuing to be funded out of the General Operating Fund (non-federal)
- Operating Referendum Revenue – \$2,110.97 per Adjusted Pupil Unit levied for FY24
  - Larger than normal inflation factor adjustment calculated by MDE and MMB of 12.18% generated a \$229.16 per Adjusted Pupil Unit increase totaling \$2,957,146.58 – normal inflation adjustments are between \$40 and \$60 per Adjusted Pupil Unit
  - One-time prior year adjustment of \$2,184,946 due to increased CPI inflation above original estimate calculated by MDE and MMB
  - Subsequent years increased by inflation factors per MDE Referendum Revenue estimates
  - \$2,202.89 per Adjusted Pupil Unit in FY25 (Based on MDE Inflation Estimate at 4.35%)
  - One-time prior year adjustment of \$1,746,428 due to increased CPI inflation above original estimate calculated by MDE and MMB
  - \$2,263.40 per Adjusted Pupil Unit in FY26 (Based on MDE Inflation Estimates at 2.75%)
  - \$2,321.83 per Adjusted Pupil Unit in FY27 (Based on MDE Inflation Estimates at 2.58%)
  - \$2,380.89 per Adjusted Pupil Unit in FY28 (Based on MDE Inflation Estimates at 2.54%)
  - \$2,463.62 per Adjusted Pupil Unit in FY29 (Based on MDE Inflation Estimates at 2.34%)
    - District is at the Operating Referendum Cap starting in FY20 and future years – only annual increase is for inflation as approved by the voters of the District. The District does not have the option of asking the voters of the District for additional revenue

- Miscellaneous Revenue
  - Interest earnings of approximately \$2,602,583 based on MSDLAF Term rates locked in to deliver a guaranteed \$2,202,583 as of December 31, 2023 plus an estimated \$400,000 added for Jan-Jun 2024 at 89% of the interest actually earned on liquid accounts July-Dec 2023
  - Unemployment Insurance reimbursement increased by an estimated \$673,000 based on new legislature requirements for hourly workers to be eligible for unemployment benefits between school terms (summer months) – see corresponding expenditures in FY24 only
- Notes On One-Time and Transitory Revenue
  - FY24 revenue is supported by \$2,184,946 in one-time Operating Referendum Revenue from a prior-year adjustment for actual inflation that ran higher than the inflation level estimated by the Minnesota Department of Education
  - FY24 revenue is also supported by \$2,602,583 in transitory interest earnings on cash due to increased interest rates by the Federal Reserve to combat inflation – as the Federal Reserve lowers interest rates in the future this level of interest earnings will not be available, but the District is taking maximum advantage of the rates while they still exist by locking in future earnings
  - Absent the one-time Operating Referendum revenue and the transitory higher-than-normal interest earnings, the FY24 Adopted Budget and Amended Budget would not be showing an estimated surplus
  - FY25 revenue is supported by \$1,746,428 in one-time Operating Referendum revenue, \$320,967 in one-time Reemployment revenue, and \$112,111 in one-time Local Optional revenue, totaling \$2,179,506 in one-time revenue from prior-year adjustments due to MDE estimates being lower than actual
  - FY25 revenue is also supported by \$2,000,000 in transitory interest earnings on cash due to increase interest rates by the Federal Reserve compared to normal rate levels, but estimated to decline approximately 25% during FY25 from FY24 levels
  - Absent the one-time Operating Referendum revenue, one time Reemployment revenue, and one-time Local Optional revenue, and the transitory higher-than-normal interest earnings, the FY25 Adopted Budget estimate would show significantly larger deficit of revenue to expenditures
  - The absence of one-time revenues in FY26 is one of the primary reasons that the estimated deficit of revenues to expenditures is larger by over \$4,000,000, at (\$6,082,468) in FY26 compared to (\$1,981,675) in FY25
- Total Expenditures for FY24 Amended Budget of \$161,155,403 which is an increase of \$2,197,801 over FY24 Adopted Budget Expenditures of \$158,957,602
- Salaries – Salaries are 66.6% of the General Operating Fund Budget – together with Benefits at 20.8%, they make up 87.4% of the General Operating Fund Budget

○ Teachers (Fund 01)

- FY24 Amended Budget K-12 teaching staff at 839.36 FTE through the 10/24/23 staffing document from Human Resources. 1.11 FTE teachers have been added compared to the FY24 Adopted Budget. The FY24 Amended Budget includes 8.98 FTE eLearning Comprehensive Tonka Online program teachers
  - FY25 through FY29 assumes no teacher growth over FY24
- FY24 & FY25 assumes a Total Compensation Package increase of 10.5% Salary and benefit package increases for Minnetonka Teachers Association (MTA) based on current unsettled contract
- FY24 New Hire estimated Teacher Salary is estimated at \$68,785 with a total position cost of \$91,610 including benefits
- FY24 Average Teacher Salary is \$87,798 with a total position cost of \$115,226 including benefits
- Together, Teacher Salary and Benefit costs are 65.2% of the General Operating Fund Budget. FY24 Amended Budget Teacher Salaries and payments are 50.0% of the General Operating Fund Budget (\$80,649,315) - Teacher Benefits are 15.2% of the General Operating Fund Budget (\$24,459,398)
- FY26 through FY29 assumes 3.0% salary and benefit package increase each year for MTA

○ Other Staff

- FY24 includes actual salary and benefits per Board approved contract agreements
- FY25 assumes a 4% increase to salary and benefit projections, and then assumes a 3% increase to salary and benefit projections for FY26 through FY29 for all other bargaining unit contracts per Board approved contracts.
- Non-teaching staff increased position FTEs by adding 4.72 FTEs which includes:
  - +1.00 FTE Temporary Elementary Principal at Minnewashta (Current Principal on Leave)
  - +0.75 FTE Principal on Special Assignment position at DSC to support student enrollment
  - +2.00 FTE Assistant Principals at MHS (-2.0 FTE TOSA/Dean positions)
  - +0.75 FTE Human Resources Office Assistant
  - +0.60 FTE Security & Emergency Mgt. Coordinator
  - +1.00 FTE Assistant Coordinator of Payroll (Prorated to 0.50 FTE based on 1/1/24 Hire Date)
  - +2.63 FTE Paraprofessional positions (includes position vacancy savings)
  - -3.67 FTE Student Accounting Data Management positions shifted to Capital Projects Tech Levy fund, reflective of their work as managing the student data base

- Benefits – Benefits inclusive of the OPEB Retirement Benefits transfer reduction are 20.8% of the General Operating Fund Budget – together with Salaries they make up 87.4% of the General Operating Fund Budget
  - Fringe benefit contribution increases for FY24 & FY25 assume a 10.5% increase for MTA, followed by a 3.0% fringe benefit increase for FY26 through FY29
  - Teachers Retirement Association (TRA) pension contributions at 8.75% in FY24 and FY25:
    - 2018 Pension Bill increased the TRA contribution rate in future years, but State Aid revenue will be provided to offset the increase
  - FY26 and thereafter, TRA pension contributions will increase to 9.50%
  - Public Employees Retirement Association (PERA) pension contributions at 7.50% in FY24 through FY29
  - Unemployment Insurance increased by approximately \$673,000 based on new legislature requirements for unemployment costs of hourly workers over the summer term (offset by corresponding revenues in FY24, FY25 and thereafter will no longer have available revenue reimbursement, therefore, will need to be covered by the General Operating Fund)
  - OPEB Trust transfer of \$815,077 is calculated by CBIZ actuaries and reduces benefit expenditures in the General Operating Fund
- Total Salaries and Benefits of \$140,868,629 are 87.4% of Total General Operating Fund Expenditures of \$161,155,403
- Purchased Services
  - From FY24 Adopted Budget to FY24 Amended Budget, purchased services increased by \$489,238 which includes an increase of \$200,002 for electricity costs based on FY23 actual costs (did not increase natural gas for heating as winter has been warmer than normal)
  - PSEO (Post Secondary Enrollment Options) budget increased by \$172,341 based on prior years' actual costs along with increased participation
  - Dome setup and takedown budget increased by \$33,894 based on actual costs from the prior two years trending higher than previously budgeted
  - Literacy Incentive budget increased by \$120,000 to support the implementation of evidence-based reading/literacy instruction through training of instructional staff provided by CORE Learning
  - Legal services were reduced by \$100,000 as an outside negotiator for collective bargaining contracts is no longer needed and fewer employee grievances and complaints have occurred this year
- Purchased Services are 4.7% of General Operating Fund Budget
  - Includes line items such as electricity, water and sewer, gas for appliances, refuse removal, recycling, snow removal, repair and preventive maintenance costs of building systems, property insurance, legal counsel, Special Education tuition at various care facilities, and professional consultants

- Supplies
  - Increased by \$36,849 from the FY24 Adopted Budget to the FY24 Amended Budget. FY25-FY29 assumes a 1% inflationary increase for all cost centers budgets
  - Business Expense Reimbursement Budgets (BERB) for Principals increased by \$6,375 with additional of Principal staffing
  - MHS Building Budget increased by \$4,500 to support new science elective courses in Anatomy, Forensics, and U.S. Parks
  - Staff moving costs increased by \$10,000 with the transition to the new VANTAGE/MOMENTUM Building
  - American Indian Education instructional support increased by \$17,157 (offset by corresponding increase to State Aid)
- Supplies are 3.1% of General Operating Fund Budget
  - Includes line items such as instructional materials and textbooks, restroom and cleaning supplies, maintenance repair supplies such as HVAC system filters, and grounds supplies such as fuel for the maintenance vehicles and replacement parts for the snow removal and grass mowing equipment
- Transportation
  - Decrease of \$21,561 from FY24 Adopted Budget to FY24 Amended Budget:
    - Amended 4-year contract with First Student includes an increase of 19.88% in FY24, an increase of 8.00% in FY25, and an increase of 5% in both FY26 and FY27
  - -0.17 FTE Supervisor of Student Accounting/Transportation shifted to Tech Levy based on job description re-evaluation to better reflect work towards student accounting data management
- Transportation is 4.5% of the General Operating Fund Budget
- Transfers
  - This includes the transfer to the Arts Center operations budget in the amount of \$614,193 to fund the operating expenditures of the Arts Center that are not paid for out of play ticket receipts and facility rental revenue
  - Additionally, beginning in FY21, the FY24 Adopted Budget includes a transfer to the Community Education Fund 04 (PRG 583 Early Childhood Screening) in the amount of \$33,783 to pay for expenditures over revenues related to pre-school screening (UFARS accounting changes now considers pre-school screening to be a General Operating Fund cost)
  - FY25-FY29 assumes a 3.0% increase for each year
- Transfers are 0.4% of the General Operating Fund Budget

**MINNETONKA PUBLIC SCHOOL DISTRICT #276**  
**SUMMARY OF GENERAL OPERATING FUND BUDGET AMENDMENTS**  
**FISCAL YEAR 2023-2024**

	2022-2023 <u>ACTUAL</u>	2023-2024 <u>ADOPTED BUDGET</u>	2023-2024 <u>AMENDED BUDGET</u>	2023-2024 <u>CHANGE</u>
<b>REVENUE:</b>				
General Education Revenue	\$ 85,001,427	\$ 87,552,831	\$ 87,827,644	\$ 274,813
Categorical Revenue	\$ 24,241,930	\$ 29,181,854	\$ 28,518,903	(662,951)
Federal Programs	\$ 4,305,768	\$ 3,003,053	\$ 2,942,729	(60,324)
Other Revenue	\$ 5,058,977	\$ 4,253,840	\$ 6,087,261	1,833,421
Referendum Revenue	\$ 23,151,349	\$ 28,059,527	\$ 28,059,527	-
Location Equity Revenue	\$ 8,709,297	\$ 8,971,621	\$ 8,971,621	-
<b>TOTAL REVENUE</b>	<u>\$ 150,468,746</u>	<u>\$ 161,022,727</u>	<u>\$ 162,407,686</u>	<u>\$ 1,384,959</u>
<b>OPERATIONAL EXPENDITURES:</b>				
Wages and Salaries	\$ 102,251,726	\$ 106,866,936	\$ 107,653,890	\$ 786,954
Employee Benefits	\$ 31,980,794	\$ 33,596,563	\$ 34,468,869	\$ 872,306
Transfer from OPEB Trust (Reclassification)	\$ (815,037)	\$ (815,077)	\$ (815,077)	-
<b>Total Personnel Expenditures</b>	<u>133,417,483</u>	<u>139,648,422</u>	<u>141,307,682</u>	<u>1,659,260</u>
Contracted Services	12,615,298	13,568,544	14,084,415	515,871
Supplies	2,341,813	2,804,866	3,397,513	592,647
Miscellaneous Expenditures	1,633,300	2,935,770	2,365,793	(569,977)
<b>Total Non-Personnel Expenditures</b>	<u>16,590,410</u>	<u>19,309,180</u>	<u>19,847,721</u>	<u>538,541</u>
<b>TOTAL EXPENDITURES</b>	<u>\$ 150,007,893</u>	<u>\$ 158,957,602</u>	<u>\$ 161,155,403</u>	<u>\$ 2,197,801</u>
<b>REVENUE OVER (UNDER EXP)</b>	\$ 460,854	\$ 2,065,125	\$ 1,252,283	\$ (812,842)
One-Time Transfer from OPEB Fund (VANTAGE/MOMENTUM)	\$ -	\$ -	\$ -	\$ -
One-Time Transfer to Operating Capital/Construction Fund	\$ -	\$ -	\$ -	\$ -
<b>BEGINNING FUND BALANCE</b>	\$ 23,536,367	\$ 23,910,676	\$ 23,997,221	\$ 86,545
<b>ENDING FUND BALANCE</b>	<u>\$ 23,997,220</u>	<u>\$ 25,975,800</u>	<u>\$ 25,249,504</u>	<u>\$ (726,297)</u>
<b>FUND BALANCE RESERVES</b>				
Assigned Fund Balance Oper Cap Deferred Use	\$ -	\$ -	\$ -	
Assigned Fund Balance Q-Comp	533,560	300,000	485,000	
Assigned Fund Balance 3rd Party Billing	59,981	60,000	85,000	
Non spendable Fd Bal Prepaids & Inventories	1,583,525	550,000	1,350,000	
<b>Total Assigned, Non Spendable or Restricted Fd Bal</b>	<u>\$ 2,177,066</u>	<u>\$ 910,000</u>	<u>\$ 1,920,000</u>	
<b>Total Unassigned Fund Balance</b>	<u>\$ 21,820,154</u>	<u>\$ 25,065,800</u>	<u>\$ 23,329,504</u>	
<b>Total Fund Balance as a % of Expenditures</b>	16.0%	16.3%	15.7%	
<b>Total Unassigned as a % Expenditures</b>	14.5%	15.8%	14.5%	

(a) Includes Operating Fund (01), Transportation Fund (03) and Extra Curricular Fund (11)

**Minnetonka Public School District**  
**SUMMARY OF GENERAL OPERATING FUND BUDGET CHANGES**  
**FISCAL YEAR 2023-24**  
**Reconciliation of FY24 Adopted Budget to FY24 Amended Budget**  
**Fiscal Year Ending June 30, 2024**

		2023-2024 ADOPTED BUDGET	2023-2024 AMENDED BUDGET	2023-2024 DIFFERENCE
<b>General Operating Fund - Funds 01, 03 11</b>				
<b><u>REVENUE</u></b>		<b>\$ 161,022,727</b>	<b>\$ 162,407,686</b>	<b>\$ 1,384,959</b>
<b>General Education Revenue</b>				
Adjust enrollment from 11,200 projected to 11,242 actual October 1st, 2023 enrollment for Grades K-12 (Enrollment includes TOL Comprehensive students)	274,813			
<b>Categorical Revenue</b>				
Compensatory Ed, Gifted & Talented, Student Support Services, and Library Aid Revenue adjusted per 10/02/23 Levy Certification (Increased number of students qualifying/applying for free and reduced-priced meals); Literacy Incentive Aid increased per 1/10/24 IDEAS Report	30,442			
SPED Cross Subsidy Reduction Aid decreased per 1/30/24 State SPED Comprehensive Aid Report	(693,392)			
<b>Federal Programs Revenue</b>				
Remaining carryover amounts (see corresponding federal expenditures)	(60,324)			
<b>Miscellaneous and Other Revenue</b>				
American Indian Education Aid increased per approved allocation from MDE based on first 20 students generating the minimum amount of \$40,000 and each additional student beyond 20 generating an additional \$500 (see corresponding expenditures)	17,157			
Unemployment Insurance increased based on new legislature requirements for hourly workers to be eligible for unemployment benefits between school terms (summer months) (see corresponding expenditures)	673,000			
E-rate subsidy revenue for internet bandwidth and maintenance (Final decision from Federal Govt)	(4,320)			
Investment earnings increased for investment income related to MSDLAF Term locked in showing \$2,202,583 in the bank by December 31, 2023 and an estimated \$400,000 added for Jan-Jun 2024 at 89% of the interest actually earned on liquid accounts July-Dec 2023	1,102,583			
Activity Tickets and Fees (based on prior year actuals)	45,000			
<b>Total Revenue Changes</b>		<b>\$ 1,384,959</b>		

**Minnetonka Public School District**  
**SUMMARY OF GENERAL OPERATING FUND BUDGET CHANGES**  
**FISCAL YEAR 2023-24**  
**Reconciliation of FY24 Adopted Budget to FY24 Amended Budget**  
**Fiscal Year Ending June 30, 2024**

		2023-2024 ADOPTED BUDGET	2023-2024 AMENDED BUDGET	2023-2024 DIFFERENCE
<b>General Operating Fund - Funds 01, 03 11</b>				
<b><u>EXPENDITURES</u></b>		<b>\$ 158,957,602</b>	<b>\$ 161,155,403</b>	<b>\$ 2,197,801</b>
<b>Salaries &amp; Benefits</b>				
Increase in MTA staffing for +1.11 FTE after FY23 Adopted Budget for total of 839.36 FTE	127,901			
Increase in MTA projected costs with FY24 Adopted Budget including a 4% increase in projected MTA Negotiations as compared to FY24 Amended Budget including a projected 5% increase based on current unsettled contract	863,026			
Increase in Temporary Elementary Principal position at Minnewashta (Current Principal on Leave) = +1.0 FTE; Increase in Principal on Special Assignment position at DSC to support student enrollment = +0.75 FTE (Previous Excelsior Elementary School Principal)	332,783			
Net Increase in conversion of -2.00 FTE TOSA/Dean positions to +2.00 FTE HS Assistant Principal positions	57,512			
Increase in projected Custodian staffing costs as overtime hours are running higher due to position vacancies	141,198			
Increase in staffing costs for Office Assistant and Confidential Support staff positions with addition of 0.75 FTE Human Resources Office Assistant	62,237			
Increase in Non-Licensed Support Staff and Administrators with addition of 0.60 FTE Security and Emergency Management Coordinator and 1.00 FTE Assistant Coordinator of Payroll (Prorated to 0.50 FTE based on 1/1/24 Hire Date)	226,373			
Shift in costs for 2.00 FTE Student Accounting Enrollment Assistants, 1.00 FTE Student Accounting and Tonka Online Assistant, and 0.67 FTE Supervisor of Student Accounting/Transportation have been shifted to Tech Levy fund to more accurately reflect work towards student accounting data management	(351,559)			
Increase in Paraprofessional position staffing of +2.63 FTE after FY23 Adopted Budget for total of 283.88 FTE	156,130			
Savings in Paraprofessional position staffing due to position vacancies	(673,597)			
Six-Week Float Teacher Substitutes based on increase in teacher leave of absences and FY23 Actuals	200,000			
<b>Federal Programs Expenditures</b>				
ARP, ESSER, ESEA Title Programs, and IDEA SPED carryover adjustments (offset by corresponding federal revenue)	(60,324)			

**Minnetonka Public School District**  
**SUMMARY OF GENERAL OPERATING FUND BUDGET CHANGES**  
**FISCAL YEAR 2023-24**  
**Reconciliation of FY24 Adopted Budget to FY24 Amended Budget**  
**Fiscal Year Ending June 30, 2024**

		2023-2024 ADOPTED BUDGET	2023-2024 AMENDED BUDGET	2023-2024 DIFFERENCE
<b>General Operating Fund - Funds 01, 03 11</b>				
<b><u>EXPENDITURES (CONTINUED)</u></b>		<b>\$ 158,957,602</b>	<b>\$ 161,155,403</b>	<b>\$ 2,197,801</b>
<b>Other Expenditure Lines</b>				
Dome setup and takedown budget increased based on actual costs from the prior two years trending higher than previously budgeted	33,894			
BERB (Business Expense Reimbursement Budget) Accounts - Increased per additional Principal positions (per contract)	6,375			
PSEO (Post Secondary Enrollment Opportunities) costs increased by \$172,341 for a total budget of \$350,000 based on prior years actuals and increased participation	172,341			
CORE Learning contract to support implementation of evidence-based reading/literacy instruction	120,000			
Legal services reduced by \$100,000 as an outside negotiator for collective bargaining contracts is no longer needed and fewer employee grievances and complaints have occurred this year.	(100,000)			
Utilities - Increase for Electricity costs based on FY23 Actuals (held off on increasing heat for boilers and natural gas as winter was relatively warmer)	200,002			
Orange Frog staff training costs reduced by \$4,248 down to \$0	(4,248)			
MHS Building Budget - Increased by \$4,500 for new science elective courses (Anatomy, Forensics, and U.S. Parks)	4,500			
Fund 01 Chargebacks for Indirect Costs back to Federal Programs due to award adjustments and remaining carryover. (FY24 Indirect Cost Rate = 4.6%)	6,318			
Pre-school Screening Transfer decreased with increase in projected State Aid from increased enrollments	(2,179)			
Staff Moving costs increased with new VANTAGE MOMENTUM Building Transition (FY24 & FY25)	10,000			
Unemployment Insurance increased based on new legislature requirements for unemployment costs of hourly workers over the summer term (offset by corresponding revenue)	673,000			
American Indian Ed - Instructional support services (offset by corresponding revenue)	17,157			
Transportation - Less 0.30 FTE positions for Bus and Traffic Support Paraprofessionals. Re-evaluation of job description of Supervisor of Transportation position to realign 0.17 FTE into Tech Levy fund to better reflect with work towards student accounting data management	(21,562)			
Athletics/Extra-Curriculars - Increase with staffing adjustments and fringe benefits	523			
<b>Total Expenditure Changes</b>	<b>\$ 2,197,801</b>			
<b><u>BOTTOM LINE: Ongoing Revenue Over (Under) Expenditures</u></b>		<b>\$ 2,065,125</b>	<b>\$ 1,252,283</b>	<b>\$ (812,842)</b>

**Minnetonka Public Schools**  
**Fund 02 - Food & Nutrition Services Fund**  
**Reconciliation of FY24 Adopted Budget to FY24 Amended Budget**

	<b>2022-2023 AUDITED ACTUALS</b>	<b>2023-2024 ADOPTED BUDGET</b>	<b>2023-2024 AMENDED BUDGET</b>	<b>2023-2024 DIFFERENCE</b>
<b>REVENUE</b>	\$ 6,312,341	\$ 9,934,883	\$ 9,934,883	\$ -
(No Changes)				\$ -
<b>EXPENDITURES</b>	\$ 5,694,841	\$ 9,088,460	\$ 9,088,460	\$ -
(No Changes)				\$ -

	<b>2022-2023 AUDITED ACTUALS</b>	<b>2023-2024 ADOPTED BUDGET</b>	<b>2023-2024 AMENDED BUDGET</b>
<b>REVENUE OVER (UNDER EXP)</b>	\$ 617,499	\$ 846,423	\$ 846,423
<b>BEGINNING FUND BALANCE</b>	\$ 3,181,134	\$ 2,398,543	\$ 3,798,633
<b>ENDING FUND BALANCE</b>	<u>\$ 3,798,633</u>	<u>\$ 3,244,966</u>	<u>\$ 4,645,056</u>

**Minnetonka Public Schools**  
**Fund 04 - Community Services Fund**  
**Reconciliation of FY24 Adopted Budget to FY24 Amended Budget**

	2022-2023 AUDITED ACTUALS	2023-2024 ADOPTED BUDGET	2023-2024 AMENDED BUDGET	2023-2024 DIFFERENCE
<b>REVENUE</b>				
MCE-Community Services	\$ 13,761,506	\$ 13,118,598	\$ 14,596,338	\$ 1,477,740
<b>EXPENDITURES</b>				
MCE-Community Services	\$ 11,831,125	\$ 13,170,705	\$ 14,390,492	\$ 1,219,787
<b>REVENUE:</b>				
Increase Project Soar PRG 504			\$	15,636
Decrease Adult Enrichment PRG 508			\$	10,250
Decrease Catalog PRG 521			\$	(1,000)
Increase First Aid PRG 559			\$	1,500
Increase MCEC Building PRG 561			\$	300
Increase Music Academy PRG 564			\$	31,300
Increase Youth Recreation PRG 569			\$	266,590
Increase Explorers Club PRG 570 - Increased enrollment in Explorers and fee increases			\$	947,000
Increase Ski Club PRG 573 - Increased participation in ski club and related expenses			\$	39,000
Increase ECFE PRG 580			\$	18,401
Decrease Screening PRG 583			\$	(83)
Increase Youth Development PRG 585			\$	97,900
Increase MTKA Preschool PRG 590			\$	19,460
Increase Drivers Education PRG 591			\$	20,000
Increase Non-Public Funding PRG 592			\$	11,486
<b>EXPENDITURES:</b>				
Increase Project Soar PRG 504			\$	15,737
Increase General Comm Educ PRG 505			\$	22,115
Increase Adult Enrichment PRG 508			\$	11,329
Decrease Catalog PRG 521			\$	(5,000)
Increase First Aid PRG 559			\$	50
Decrease MCEC Building PRG 561			\$	(22,468)
Increase Music Academy PRG 564			\$	12,391
Increase Youth Recreation PRG 569			\$	295,659
Increase Explorers Club PRG 570 - Increased enrollment in Explorers and fee increases			\$	745,202
Increase Ski Club PRG 573 - Increased participation in ski club and related expenses			\$	13,195
Decrease ECFE PRG 580 - Includes projected 5% increase based on current unsettled MTA contract			\$	(3,877)
Increase School Readiness PRG 582 - Includes projected 5% increase based on current unsettled MTA contract			\$	13,851
Decrease Screening PRG 583			\$	(83)
Increase Youth Development PRG 585			\$	114,130
Decrease MTKA Preschool PRG 590 - Includes projected 5% increase based on current unsettled MTA contract			\$	(3,930)
Increase Non-Public Funding PRG 592			\$	11,486
<b>MCE Fund Balance</b>				
	2022-2023 AUDITED ACTUALS	2023-2024 ADOPTED BUDGET	2023-2024 AMENDED BUDGET	
<b>REVENUE OVER (UNDER EXP)</b>	1,930,381	(52,107)	205,846	
<b>BEGINNING FUND BALANCE</b>	3,304,549	3,254,029	5,234,930	
<b>ENDING FUND BALANCE</b>	5,234,930	3,201,922	5,440,776	

**Minnetonka Public Schools  
Fund 05 - Operating Capital Fund  
Reconciliation of FY24 Adopted Budget to FY24 Amended Budget**

	<b>2022-2023 AUDITED ACTUALS</b>	<b>2023-2024 ADOPTED BUDGET</b>	<b>2023-2024 AMENDED BUDGET</b>	<b>2023-2024 DIFFERENCE</b>
<b>REVENUE</b>	\$ 6,112,814	\$ 5,542,424	\$ 5,542,424	\$ -
(No Changes)				
<b>EXPENDITURES</b>	\$ 6,617,039	\$ 5,778,244	\$ 5,938,452	\$ 160,208
MOMENTUM Aviation Strand Startup Equipment				\$ (90,748)
VANTAGE MOMENTUM 2022A - Capitalized Interest Payment From Bond Premium				\$ 283,113
MHS West Gym Replace 17-Year-Old Non-Functioning Scoreboard				\$ 60,000
Network Output Devices				\$ (99,800)
MHS Capital Budget Increase (Prior year budget per delay in shipping)				\$ 7,643

	<b>2022-2023 AUDITED ACTUALS</b>	<b>2023-2024 ADOPTED BUDGET</b>	<b>2023-2024 AMENDED BUDGET</b>
<b>REVENUE OVER (UNDER EXP)</b>	\$ (504,225)	\$ (235,820)	\$ (396,028)
<b>BEGINNING FUND BALANCE</b>	\$ 1,275,943	\$ 952,260	\$ 771,718
<b>ONE-TIME TRANSFER TO GENERAL FUND</b>	\$ -	\$ -	\$ -
<b>ONE-TIME TRANSFER FROM GENERAL FUND</b>	\$ -	\$ -	\$ -
<b>ENDING FUND BALANCE</b>	<u>\$ 771,718</u>	<u>\$ 716,440</u>	<u>\$ 375,690</u>

**Minnetonka Public Schools  
Fund 07 - Debt Service Fund  
Reconciliation of FY24 Adopted Budget to FY24 Amended Budget**

	<b>2022-2023 AUDITED ACTUALS</b>	<b>2023-2024 ADOPTED BUDGET</b>	<b>2023-2024 AMENDED BUDGET</b>	<b>2023-2024 DIFFERENCE</b>
<b>REVENUE</b>	\$ 12,731,845	\$ 9,086,889	\$ 9,086,889	\$ -
(No Changes)				

<b>EXPENDITURES</b>	\$ 12,650,297	\$ 9,093,154	\$ 9,093,154	\$ -
(No Changes)				

	<b>2022-2023 AUDITED ACTUALS</b>	<b>2023-2024 ADOPTED BUDGET</b>	<b>2023-2024 AMENDED BUDGET</b>
<b>REVENUE OVER (UNDER EXP)</b>	\$ 81,549	\$ (6,265)	\$ (6,265)
<b>BEGINNING FUND BALANCE</b>	\$ 1,377,349	\$ 1,021,883	\$ 1,458,898
<b>ENDING FUND BALANCE</b>	<u>\$ 1,458,898</u>	<u>\$ 1,015,618</u>	<u>\$ 1,452,633</u>

**Minnetonka Public Schools**  
**Fund 09 - Fiduciary Funds - Donations**  
**Reconciliation of FY24 Adopted Budget to FY24 Amended Budget**

	<b>2022-2023 AUDITED ACTUALS</b>	<b>2023-2024 ADOPTED BUDGET</b>	<b>2023-2024 AMENDED BUDGET</b>	<b>2023-2024 DIFFERENCE</b>
<b>REVENUE</b>	\$ 1,875,772	\$ 1,591,285	\$ 1,914,823	\$ 323,538
Increase to Match Actual Trust Balances Rolled to FY24				\$ 323,538
 <b>EXPENDITURES</b>	 \$ 1,781,153	 \$ 1,484,200	 \$ 1,914,823	 \$ 430,623
Increase to Match Available FY24 Trust Balances				\$ 430,623

	<b>2022-2023 AUDITED ACTUALS</b>	<b>2023-2024 ADOPTED BUDGET</b>	<b>2023-2024 AMENDED BUDGET</b>
<b>REVENUE OVER (UNDER EXP)</b>	\$ 94,619	\$ 107,085	\$ -
<b>BEGINNING FUND BALANCE</b>	\$ 1,790,041	\$ 1,790,041	\$ 1,884,660
<b>ENDING FUND BALANCE</b>	<u>\$ 1,884,660</u>	<u>\$ 1,897,126</u>	<u>\$ 1,884,660</u>

**Minnetonka Public Schools**  
**Fund 12 - Athletic Equipment Fund**  
**Reconciliation of FY24 Adopted Budget to FY24 Amended Budget**

	2022-2023 AUDITED ACTUALS	2023-2024 ADOPTED BUDGET	2023-2024 AMENDED BUDGET	2023-2024 DIFFERENCE
<b>REVENUE</b>	\$ 278,809	\$ 240,000	\$ 560,672	\$ 320,672
Increase to Match Actual Equipment Balances Rolled to FY24				\$ 320,672
 <b>EXPENDITURES</b>	 \$ 290,566	 \$ 220,000	 \$ 560,672	 \$ 340,672
Increase to Match Available FY24 Equipment Balances				\$ 340,672

	2022-2023 AUDITED ACTUALS	2023-2024 ADOPTED BUDGET	2023-2024 AMENDED BUDGET
<b>REVENUE OVER (UNDER EXP)</b>	\$ (11,756)	\$ 20,000	\$ -
<b>BEGINNING FUND BALANCE</b>	\$ 489,392	\$ 489,378	\$ 477,635
<b>ENDING FUND BALANCE</b>	\$ 477,635	\$ 509,378	\$ 477,635

**Minnetonka Public Schools**  
**Fund 20 - Self Insurance Fund (Health & Dental)**  
**Reconciliation of FY24 Adopted Budget to FY24 Amended Budget**

	<b>2022-2023 AUDITED <u>ACTUALS</u></b>	<b>2023-2024 ADOPTED <u>BUDGET</u></b>	<b>2023-2024 AMENDED <u>BUDGET</u></b>	<b>2023-2024 <u>DIFFERENCE</u></b>
<b>REVENUE</b>	\$ 17,265,653	\$ 18,625,103	\$ 18,635,714	\$ 10,611
Increase based on average monthly premiums and Interest Income				\$ 10,611
 <b>EXPENDITURES</b>	 \$ 19,107,955	 \$ 19,490,302	 \$ 21,543,341	 \$ 2,053,039
Increase in Health claims based on end of year projections				\$ 2,073,511
Decrease in Dental claims based on end of year projections				\$ (20,472)

	<b>2022-2023 AUDITED <u>ACTUALS</u></b>	<b>2023-2024 ADOPTED <u>BUDGET</u></b>	<b>2023-2024 AMENDED <u>BUDGET</u></b>
<b>REVENUE OVER (UNDER EXP)</b>	\$ (1,842,302)	\$ (865,199)	\$ (2,907,627)
<b>BEGINNING FUND BALANCE</b>	\$ 10,643,467	\$ 10,764,031	\$ 8,801,165
<b>ENDING FUND BALANCE</b>	<u>\$ 8,801,165</u>	<u>\$ 9,898,832</u>	<u>\$ 5,893,538</u>

**Minnetonka Public Schools**  
**Fund 25 - OPEB**  
**Reconciliation of FY24 Adopted Budget to FY24 Amended Budget**

	<b>2022-2023 AUDITED <u>ACTUALS</u></b>	<b>2023-2024 ADOPTED <u>BUDGET</u></b>	<b>2023-2024 AMENDED <u>BUDGET</u></b>	<b>2023-2024 <u>DIFFERENCE</u></b>
<b>REVENUE</b>	\$ 1,043,487	\$ 803,571	\$ 803,571	\$ -

(No Changes)

<b>EXPENDITURES</b>	\$ 815,037	\$ 815,077	\$ 815,077	\$ -
---------------------	------------	------------	------------	------

(No Changes)

	<b>2022-2023 AUDITED ACTUALS</b>	<b>2023-2024 ADOPTED BUDGET</b>	<b>2023-2024 AMENDED BUDGET</b>
<b>REVENUE OVER (UNDER EXP)</b>	\$ 228,450	\$ (11,506)	\$ (11,506)
<b>BEGINNING FUND BALANCE</b>	\$ 14,500,276	\$ 14,165,329	\$ 14,728,726
<b>ENDING FUND BALANCE</b>	<u>\$ 14,728,726</u>	<u>\$ 14,153,823</u>	<u>\$ 14,717,220</u>

**Minnetonka Public Schools  
Fund 40 - Arts Center  
Reconciliation of FY24 Adopted Budget to FY24 Amended Budget**

	<b>2022-2023 AUDITED <u>ACTUALS</u></b>	<b>2023-2024 ADOPTED <u>BUDGET</u></b>	<b>2023-2024 AMENDED <u>BUDGET</u></b>	<b>2023-2024 <u>DIFFERENCE</u></b>
<b>REVENUE</b>				
Direct revenues from activities, plays, and rental fees (No Change)	\$ 435,880	\$ 377,600	\$ 377,600	\$ -
Transfer In From General Fund (No Change)	\$ 544,901	\$ 614,193	\$ 614,193	\$ -
<b>TOTAL REVENUES &amp; TRANSFERS</b>	<b>\$ 980,781</b>	<b>\$ 991,793</b>	<b>\$ 991,793</b>	<b>\$ -</b>

<b>EXPENDITURES</b>	\$ 980,781	\$ 991,793	\$ 991,793	\$ -
---------------------	------------	------------	------------	------

(No Changes)

	<b>2022-2023 AUDITED ACTUALS</b>	<b>2023-2024 ADOPTED BUDGET</b>	<b>2023-2024 AMENDED BUDGET</b>
<b>REVENUE OVER (UNDER EXP)</b>	\$ -	\$ -	\$ -
<b>BEGINNING FUND BALANCE</b>	\$ -	\$ -	\$ -
<b>ENDING FUND BALANCE</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

<b>Minnetonka Community Theater Trust Balance 6/30/23</b>	<b>\$ 232,725</b>
---	-------------------

**Minnetonka Public Schools  
Fund 41 - Dome Operations  
Reconciliation of FY24 Adopted Budget to FY24 Amended Budget**

	<b>2022-2023 AUDITED ACTUALS</b>	<b>2023-2024 ADOPTED BUDGET</b>	<b>2023-2024 AMENDED BUDGET</b>	<b>2023-2024 DIFFERENCE</b>
<b>REVENUE</b>	\$ 359,232	\$ 367,980	\$ 380,883	\$ 12,903
Increase rental income per prior year actuals				\$ 12,903
<b>EXPENDITURES</b>	\$ 395,652	\$ 367,980	\$ 380,883	\$ 12,903
Increase Salaries/Benefits & Utilities (Electricity)				\$ 12,903

	<b>2022-2023 AUDITED ACTUALS</b>	<b>2023-2024 ADOPTED BUDGET</b>	<b>2023-2024 AMENDED BUDGET</b>
<b>REVENUE OVER (UNDER EXP)</b>	\$ (36,420)	\$ -	\$ -
<b>BEGINNING FUND BALANCE</b>	\$ -	\$ -	\$ (36,420)
<b>ENDING FUND BALANCE</b>	\$ (36,420)	\$ -	\$ (36,420)

<b>Trust Account Balance 6/30/23</b>	\$ -
<b>Bond Payment 2016K</b>	\$ 151,873

<b>Debt Outstanding Balance 2016K</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2023-2024</b>
Beginning Debt Outstanding Balance	1,045,000	925,000	925,000
Less Principal Payment	(120,000)	(125,000)	(125,000)
Ending Debt Outstanding Balance	\$ 925,000	\$ 800,000	\$ 800,000
Bonds Retired 02/01/29			

**Minnetonka Public Schools  
Fund 42 - Aquatics Fund  
Reconciliation of FY24 Adopted Budget to FY24 Amended Budget**

	<b>2022-2023 AUDITED ACTUALS</b>	<b>2023-2024 ADOPTED BUDGET</b>	<b>2023-2024 AMENDED BUDGET</b>	<b>2023-2024 DIFFERENCE</b>
<b>REVENUE</b>				
Aquatics Program @ MME	\$ 1,312,677	\$ 1,170,754	\$ 1,172,048	\$ 1,294
Increase income from Competitive Swim Team				\$ 1,294
<b>EXPENDITURES</b>				
Salaries & Benefits	\$ 787,818	\$ 772,882	\$ 774,176	\$ 1,294
Purchased Services	\$ 349,330	\$ 169,300	\$ 169,300	\$ -
Supplies	\$ 123,930	\$ 67,148	\$ 67,148	\$ -
Equipment	\$ 16,268	\$ 3,000	\$ 3,000	\$ -
Meet Fees, memberships, Credit Card Fees	\$ 13,128	\$ 26,189	\$ 26,189	\$ -
Subtotal - Direct Expenses	\$ 1,290,473	\$ 1,038,519	\$ 1,039,813	\$ 1,294
Interdepartmental Chargeback for District Support	\$ 134,635	\$ 132,235	\$ 132,235	\$ -
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,425,108</b>	<b>\$ 1,170,754</b>	<b>\$ 1,172,048</b>	<b>\$ 1,294</b>

---

	<b>2022-2023 AUDITED ACTUALS</b>	<b>2023-2024 ADOPTED BUDGET</b>	<b>2023-2024 AMENDED BUDGET</b>
<b>Aquatics Fund Balance</b>			
<b>REVENUE OVER (UNDER EXP)</b>	\$ (112,432)	\$ -	\$ -
<b>BEGINNING FUND BALANCE</b>	\$ (530,346)	\$ (530,346)	\$ (642,778)
<b>ENDING FUND BALANCE</b>	<u>\$ (642,778)</u>	<u>\$ (530,346)</u>	<u>\$ (642,778)</u>

**Aquatics Trust Account Balance 6/30/23**      \$                      -

**Minnetonka Public Schools**  
**Fund 43 - Pagel Center Operations**  
**Reconciliation of FY24 Adopted Budget to FY24 Amended Budget**

	<b>2022-2023 AUDITED <u>ACTUALS</u></b>	<b>2023-2024 ADOPTED <u>BUDGET</u></b>	<b>2023-2024 AMENDED <u>BUDGET</u></b>	<b>2023-2024 <u>DIFFERENCE</u></b>
<b>REVENUE</b>	\$ 632,048	\$ 577,440	\$ 577,440	\$ -
(No Changes)				
<b>EXPENDITURES</b>	\$ 581,902	\$ 646,593	\$ 688,447	\$ 41,854
Staffing Changes / Projected Overtime Costs				\$ 2,912
Repair costs for leaking water heaters				\$ 38,942
<b>REVENUE OVER (UNDER EXP)</b>	\$ 50,146	\$ (69,153)	\$ (111,007)	
<b>BEGINNING FUND BALANCE</b>	\$ (1,034,535)	\$ (1,031,430)	\$ (984,389)	
<b>ENDING FUND BALANCE</b>	<u>\$ (984,389)</u>	<u>\$ (1,100,583)</u>	<u>\$ (1,095,396)</u>	

***The Pagel Center Fund will show a negative fund balance because the reimbursement levy revenue will always be two years behind. The Pagel Center Fund will be reported as part of the General Fund in the annual audit.***

**Minnetonka Public Schools**  
**Fund 46 - Long Term Facilities Maintenance**  
**Reconciliation of FY24 Adopted Budget to FY24 Amended Budget**

	<b><u>2022-2023 AUDITED ACTUALS</u></b>	<b><u>2023-2024 ADOPTED BUDGET</u></b>	<b><u>2023-2024 AMENDED BUDGET</u></b>	<b><u>2023-2024 DIFFERENCE</u></b>
<b>REVENUE</b>	\$ 9,533,259	\$ 11,000,196	\$ 12,175,649	\$ 1,175,453
Sale of Bond 2023B Proceeds For Summer 2024 Projects				\$ 1,175,453
<b>EXPENDITURES</b>	\$ 8,798,648	\$ 9,693,078	\$ 9,693,078	\$ -

(No Changes)

	<b><u>2022-2023 AUDITED ACTUALS</u></b>	<b><u>2023-2024 ADOPTED BUDGET</u></b>	<b><u>2023-2024 AMENDED BUDGET</u></b>
<b>REVENUE OVER (UNDER EXP)</b>	\$ 734,611	\$ 1,307,118	\$ 2,482,571
<b>BEGINNING FUND BALANCE</b>	\$ 5,337,007	\$ 8,414,069	\$ 6,071,618
<b>ENDING FUND BALANCE</b>	<u>\$ 6,071,618</u>	<u>\$ 9,721,187</u>	<u>\$ 8,554,189</u>

**Minnetonka Public Schools**  
**Fund 47 - OPEB Bonds Debt Service Fund**  
**Reconciliation of FY24 Adopted Budget to FY24 Amended Budget**

	<b>2022-2023 AUDITED ACTUALS</b>	<b>2023-2024 ADOPTED BUDGET</b>	<b>2023-2024 AMENDED BUDGET</b>	<b>2023-2024 DIFFERENCE</b>
<b>REVENUE</b>	\$ 1,542,217	\$ 1,378,308	\$ 1,378,308	\$ -
(No Change)				
<b>EXPENDITURES</b>	\$ 1,475,746	\$ 1,478,096	\$ 1,478,096	\$ -
(No Change)				

	<b>2022-2023 AUDITED ACTUALS</b>	<b>2023-2024 ADOPTED BUDGET</b>	<b>2023-2024 AMENDED BUDGET</b>
<b>REVENUE OVER (UNDER EXP)</b>	\$ 66,471	\$ (99,788)	\$ (99,788)
<b>BEGINNING FUND BALANCE</b>	\$ 504,375	\$ 579,971	\$ 570,847
<b>ENDING FUND BALANCE</b>	<u>\$ 570,847</u>	<u>\$ 480,183</u>	<u>\$ 471,059</u>

**Debt Outstanding Balance 2013E, 2016J, 2021A (refunded 2013E in 20-21)**

	<b>2022-2023</b>	<b>2023-2024</b>	<b>2023-2024</b>
Beginning Debt Outstanding Balance	\$ 19,720,000	\$ 18,600,000	\$ 18,600,000
Less Principal Payment	\$ (1,120,000)	\$ (1,145,000)	\$ (1,145,000)
Ending Debt Outstanding Balance	<u>\$ 18,600,000</u>	<u>\$ 17,455,000</u>	<u>\$ 17,455,000</u>
Bonds Retired 01/01/38			

**Minnetonka Public Schools**  
**Fund 56 - Building Construction Fund**  
**Reconciliation of FY24 Adopted Budget to FY24 Amended Budget**

	<b><u>2022-2023</u></b> <b><u>AUDITED</u></b> <b><u>ACTUALS</u></b>	<b><u>2023-2024</u></b> <b><u>ADOPTED</u></b> <b><u>BUDGET</u></b>	<b><u>2023-2024</u></b> <b><u>AMENDED</u></b> <b><u>BUDGET</u></b>	<b><u>2023-2024</u></b> <b><u>DIFFERENCE</u></b>
<b>REVENUE</b>	\$ 2,755,331	\$ 150,000	\$ 2,311,698	\$ 2,161,698
Sale of 2024A COP Bond Proceeds				\$ 2,161,698
<b>EXPENDITURES</b>	\$ 8,077,835	\$ 8,220,100	\$ 12,672,643	\$ 4,452,543
VANTAGE/MOMENTUM Building (project completion)				\$ 2,687,543
2024A COP Bond Aviation Project				\$ 1,765,000
<b>TRANSFERS IN</b>	\$ -	\$ -	\$ -	\$ -

	<b><u>2022-2023</u></b> <b><u>AUDITED</u></b> <b><u>ACTUALS</u></b>	<b><u>2023-2024</u></b> <b><u>ADOPTED</u></b> <b><u>BUDGET</u></b>	<b><u>2023-2024</u></b> <b><u>AMENDED</u></b> <b><u>BUDGET</u></b>
<b>REVENUE OVER (UNDER EXP)</b>	\$ (5,322,504)	\$ (8,070,100)	\$ (10,360,945)
<b>TRANSFER IN FROM GEN FUND</b>	\$ -	\$ -	\$ -
<b>BEGINNING FUND BALANCE</b>	\$ 16,590,101	\$ 8,070,100	\$ 11,267,597
<b>ENDING FUND BALANCE</b>	\$ 11,267,597	\$ -	\$ 906,652

<b>Fund Balances</b>	<b>Beginning Fund Balance</b>	<b>Revenue</b>	<b>Expenditures</b>	<b>Transfers</b>	<b>Ending Fund Balance</b>
2020D Kolstad	\$ -	\$ -	\$ -	\$ -	\$ -
MOMENTUM	\$ -	\$ -	\$ -	\$ -	\$ -
Shorewood Ed Center	\$ -	\$ -	\$ -	\$ -	\$ -
VANTAGE/MOMENTUM	\$ 9,284,643	\$ 143,000	\$ (9,427,643)	\$ -	\$ -
2023A COP Bond (MMW Parking, etc. )	\$ 1,982,954	\$ 7,000	\$ (1,480,000)	\$ -	\$ 509,954
2024A COP Bond (MOMENTUM Aviation)	\$ -	\$ 2,161,698	\$ (1,765,000)	\$ -	\$ 396,698
Transfer In from Operating Fund	\$ -	\$ -	\$ -	\$ -	\$ -
Unreserved Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Totals</b>	\$ 11,267,597	\$ 2,311,698	\$ (12,672,643)	\$ -	\$ 906,652

**Minnetonka Public Schools**  
**Fund 66 - Technology Levy Budget**  
**Reconciliation of FY24 Adopted Budget to FY24 Amended Budget**

	<b><u>2022-2023</u></b> <b><u>AUDITED</u></b> <b><u>ACTUALS</u></b>	<b><u>2023-2024</u></b> <b><u>ADOPTED</u></b> <b><u>BUDGET</u></b>	<b><u>2023-2024</u></b> <b><u>AMENDED</u></b> <b><u>BUDGET</u></b>	<b><u>2023-2024</u></b> <b><u>DIFFERENCE</u></b>
<b>REVENUE</b>	\$ 7,613,072	\$ 8,096,670	\$ 8,608,495	\$ 511,825
Decrease sale of Used MacBooks				\$ (84,000)
Increase sale of Used iPads				\$ 168,886
USAC ECF (Emergency Connectivity Fund) Program reimbursement of iPad Lease from prior year & E-rate qualifying firewall and UPS (battery backup) purchases this year				\$ 426,939
<b>EXPENDITURES</b>	\$ 8,166,234	\$ 8,444,377	\$ 9,235,775	\$ 791,398
Shift in funding source for Student Accounting Data Management salaries and benefits from the General Operating Fund				\$ 351,559
Increase in continuing commitments for Technology Operations salaries and benefits				\$ 31,039
Actual Payment Per Final Lease Purchase Agreement for 2021 Lease and additional \$100,000 Initial Payment on Lease Purchase Agreement for 2024 iPads for 4th-12th Grade				\$ 200,000
Increase in use of resources for Instructional Technology Staff Development				\$ 11,056
Network Output Devices				\$ 99,800
Decrease in VANTAGE MOMENTUM Classroom Equipment				\$ (125,000)
Increased in Infrastructure-Security Barriers				\$ 222,944
<b>REVENUE OVER (UNDER EXP)</b>	\$ (553,161)	\$ (347,707)	\$ (627,279)	
<b>BEGINNING FUND BALANCE</b>	\$ 1,432,056	\$ 431,185	\$ 878,895	
<b>ENDING FUND BALANCE</b>	\$ 878,895	\$ 83,478	\$ 251,616	

**School Board  
Minnetonka I.S.D. 276  
5621 County Road 101  
Minnetonka, Minnesota**

**Study Session Agenda Item #2**

**Title: Self-Insurance Fund Update**

**Date: February 22, 2024**

---

**EXECUTIVE SUMMARY:**

Minnetonka Independent School District 276 has been self-insured for employee health and dental insurance since July 1, 2002. Self-Insurance for health and dental benefits means the District has its own plan for health and dental benefits, and then contracts out third party administration for the adjudication of claims. Premiums are contributed by employees out of the bi-weekly paychecks and by matching amounts from their fringe benefits compensation.

The School Board are the Trustees of the Self-Insurance Fund. There is a self-insurance advisory committee made up of representatives of all the employee groups of the District. This body makes recommendations to the School Board on annual premium levels and plan benefit levels for the School Board to consider when they are setting the annual premium rates and any plan design changes.

The Self-Insurance Fund has been very beneficial to both the District and employees. Since its inception, annual premium increases have averaged 3.39% over the first 22 years of the Self-Insurance Fund.

In FY23, the Self-Insurance Fund finished the year with a cash balance of \$10,979,565 and a fund balance after liability accruals of \$8,801,165. Expenditures exceeded revenues by (\$1,842,302) as there was a spike in large claims, and claim expenses increased overall due to usage after the pandemic and inflationary pressures.

Over Fiscal Years 2020 through 2022, because of the COVID-19 Pandemic muting medical activity, the Self-Insurance Fund ended up with higher-than-normal year end-surpluses. In normal years, premium levels are set at an amount that would generate a break-even to slightly above break-even level of surplus. During those three fiscal years, surpluses totaled a cumulative \$5,437,771.

As a result, premium levels for FY23 were left at the same level as the prior year for the second year in a row. In FY24, the Self-Insurance Fund is projected to utilize (\$2,907,627) of those additional surplus funds to cover all expense of the Fund, in effect "giving back" a portion of the larger-than-normal surplus from Fiscal Years 2020 through 2022.

Looking forward to FY25, medical claims trend (CPI) is projected to increase at 6.8% and pharmacy claims trend is projected to increase by 9.9% according to the Segal Health Plan Cost Trend Survey.

There is also the backdrop of the overall inflation rates for the country which is impacting health care provider costs. Per the Bureau of Labor Statistics, the Calendar Year 2021 inflation rate was

7.0%, the Calendar Year 2022 inflation rate was 6.5%, and the Calendar Year 2023 inflation rate was 3.4% which compounds to 17.8% over three years. Inflation is projected to be “sticky” for calendar 2024 and into calendar 2025, so it will impact the FY25 Self-Insurance Plan Year.

In FY24, premiums were increased 8% for health coverage and 4% for dental coverage. Despite these increases, the Self-Insurance Fund is currently projected to again have a shortfall of revenues to expenses of approximately \$2.9 million. In addition to continuing inflationary pressures, the Self-Insurance plan is experiencing a higher-than-normal level of high claim costs. Several areas of coverage are running at large percentages more than the average cost of Health Partners’ book of business.

In light of these inflationary pressures, coupled with the fact that health insurance usage has returned to pre-Pandemic levels, the initial CBIZ Actuaries recommendation for health insurance premium increases for FY25 was for a 22.23% increase to break even for the year.

At the meeting of February 5, 2024, The Self-Insurance Advisory Committee looked at an option to increase pharmacy copays to \$50 and deductibles by \$300 across the board, with Maximum Out Of Pocket limits increased by like amounts. This combination would reduce the premium increase to a projected 18.47% per CBIZ Actuaries.

The Self-Insurance Advisory Committee asked administration and the District advisory CBIZ to look at an option that would lower the copay increase and bring the premium increase to under 20%, in the 19.5% +/- range.

Several options related to that will be looked at during the next Self-Insurance Advisory Committee Meeting on February 26, 2024.

For the Dental Plan, the proposed premium increase is 7% strictly because of inflationary pressures of the past several years driving rising costs.

The Self-Insurance Advisory Committee will have to vote on a recommendation to the School Board at the February 26, 2024 meeting, as to comply with requirements of the Affordable Care Act to have premiums communicated to members of a plan at least 90 days before the premium takes effect. The School Board must set premium rates for Health and Dental Insurance for FY25 at the March 7, 2024 School Board Meeting.

---

## **ATTACHMENTS:**

Self-Insurance Fund History

---

**RECOMMENDATION/FUTURE DIRECTION:**

The Self-Insurance Fund Update is presented for the School Board's information.

**Submitted by:**



Paul Bourgeois, Executive Director of Finance & Operations

**Concurrence:**



David Law, Superintendent



MINNETONKA  
PUBLIC SCHOOLS

# Self Insurance Fund History June 30, 2024 Projection

February 22, 2024

# Plan Adjustments For FY24

- School Board (Plan Trustees) took the following actions for FY24 - 8.0% premium increase after holding FY21 premiums flat for FY22 and FY23 (Actuary recommended 13.0% increase)
- Base Plan – Perform Network (Open access except for Mayo)
  - Employee Coverage – \$785 (\$500 Deductible - \$1,750 MOOP) 334 enrolled
  - Employee+1 Coverage – \$1,334 (\$1,000 Deductible - \$2,350 MOOP) 63 enrolled
  - Family Coverage – \$1,874 (\$1,500 Deductible – \$3,500 MOOP) 99 enrolled
- VEBA-HRA – Open Access (Includes Mayo & U of M)
  - Employee Coverage – \$726 (\$1,750 Deductible with \$1,400 VEBA Deposit - \$3,500 MOOP) 582 enrolled
  - Employee+1 Coverage – \$1,236 (\$2,500 Deductible with \$2,000 VEBA Deposit - \$5,000 MOOP) 82 enrolled
  - Family Coverage – \$1,737 (\$3,250 Deductible with \$2,600 VEBA Deposit - \$6,500 MOOP) 155 enrolled
- High Deductible HSA – Open Access – New for FY20
  - Employee Coverage – \$653 (\$3,500 Deductible – \$6,750 MOOP) 19 enrolled
  - Employee + 1 Coverage – \$1,110 (\$5,000 Deductible - \$10,000 MOOP) 4 enrolled
  - Family Coverage – \$1,562 (\$6,500 Deductible - \$13,000 MOOP) 3 enrolled
- Select Plan - Restricted to Select Network
  - Employee Coverage - \$591 (\$3,500 Deductible - \$6.750 MOOP) 13 enrolled
  - Employee + 1 Coverage - \$1,003 (\$5,000 Deductible - \$10,000 MOOP) 1 enrolled
  - Family Coverage - \$1,410 (\$6,500 Deductible - \$13,000 MOOP) 0 enrolled

# Age Dispersion Of Members – 2,345 Members In FY23

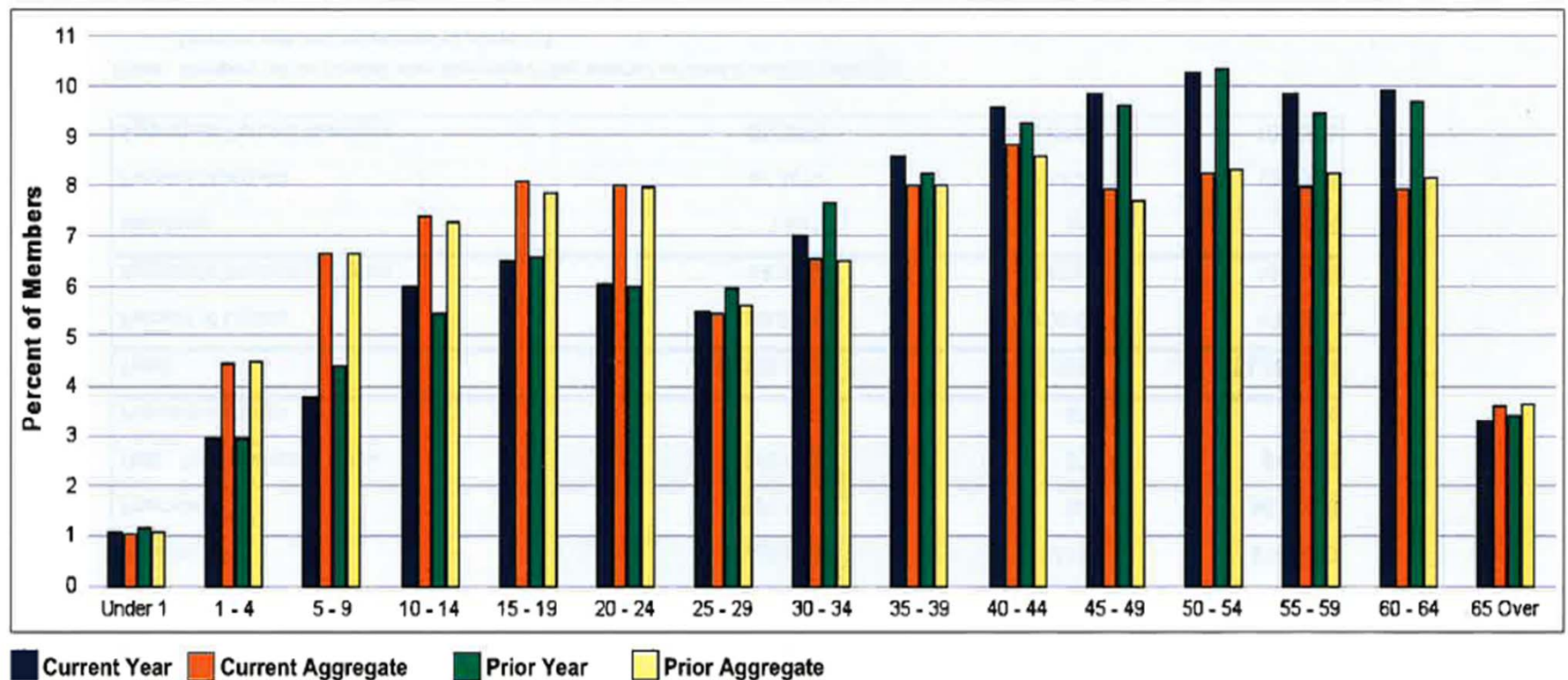


**Minnetonka Independent School [3699]**

**All Packages-PYTD Monthly**

Paid Dates of 07/01/2023 through 08/31/2023

## Age Distribution



# Minnetonka IDS 276 Professional Per Member Per Month



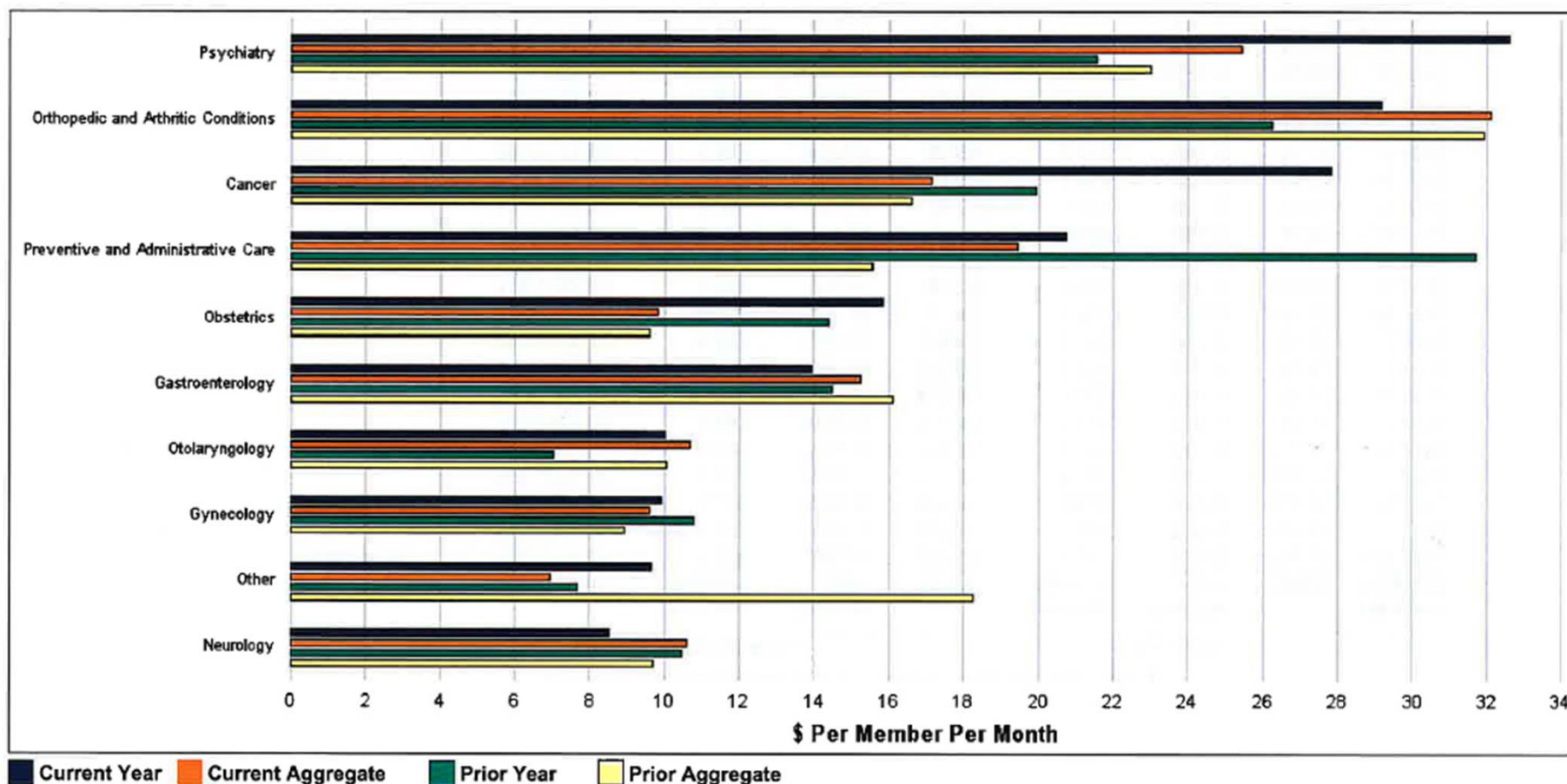
Psychiatry - 2,345 Members x \$ 8 x 12 = \$225,120  
Cancer - 2,345 Members x \$11 x 12 = \$309,540

**Minnetonka Independent School [3699]**

**All Packages-PYTD Monthly**

Paid Dates of 07/01/2022 through 06/30/2023

**Professional PMPM by Major Practice Category**



# Minnetonka IDS 276 Outpatient Per Member Per Month



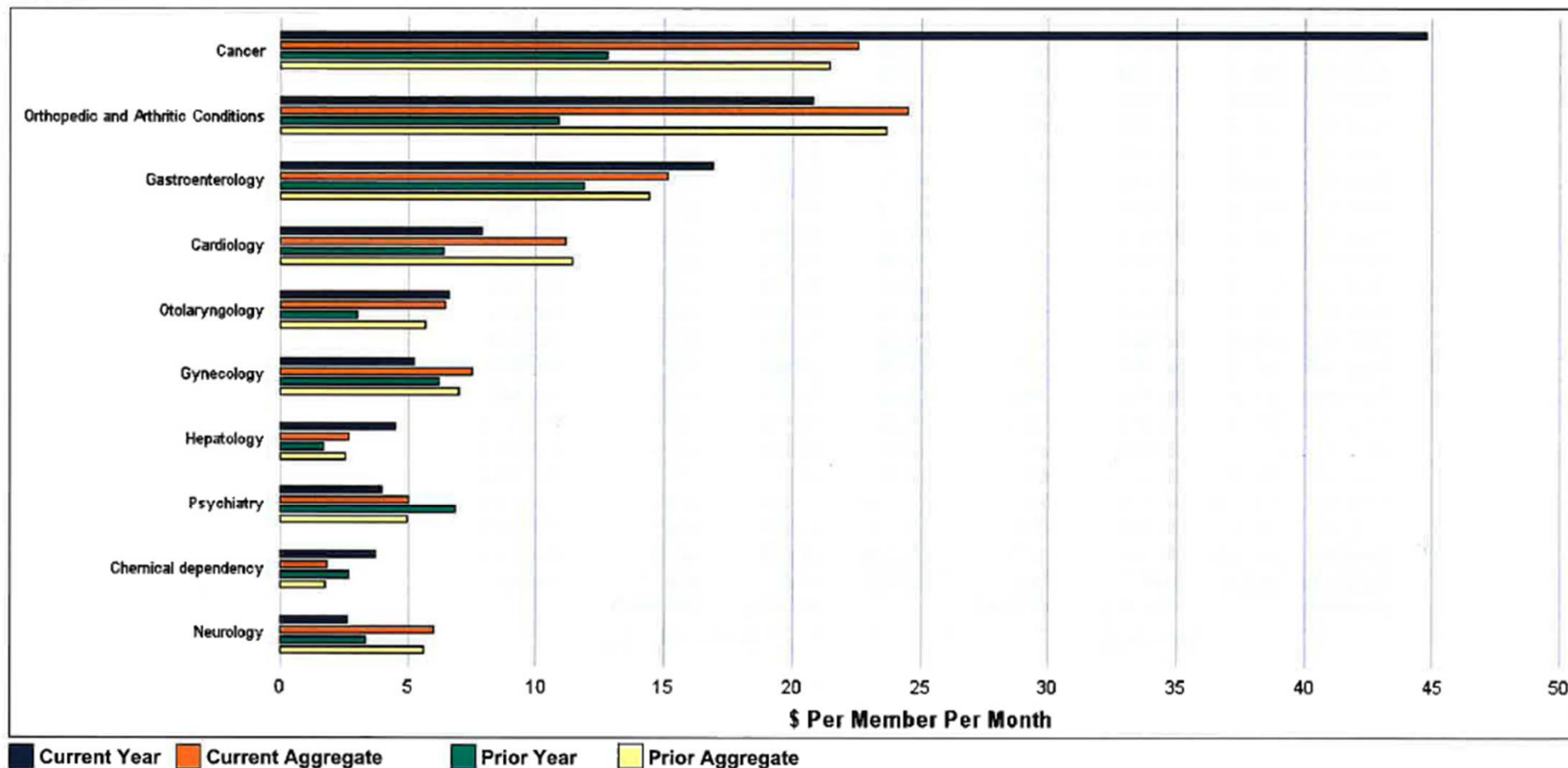
Cancer - 2,345 Members x \$22 x 12 = \$619,080

**Minnetonka Independent School [3699]**

**All Packages-PYTD Monthly**

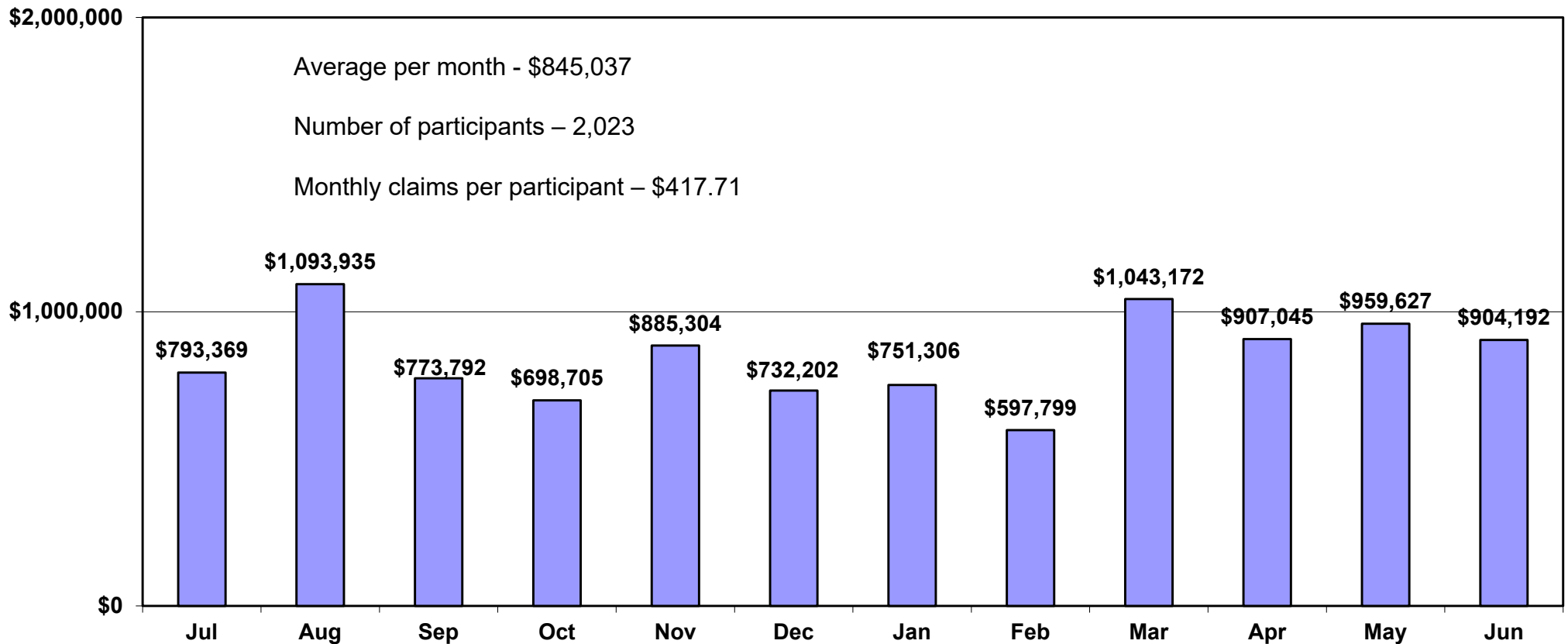
Paid Dates of 07/01/2022 through 06/30/2023

**Outpatient PMPM by Major Practice Category**



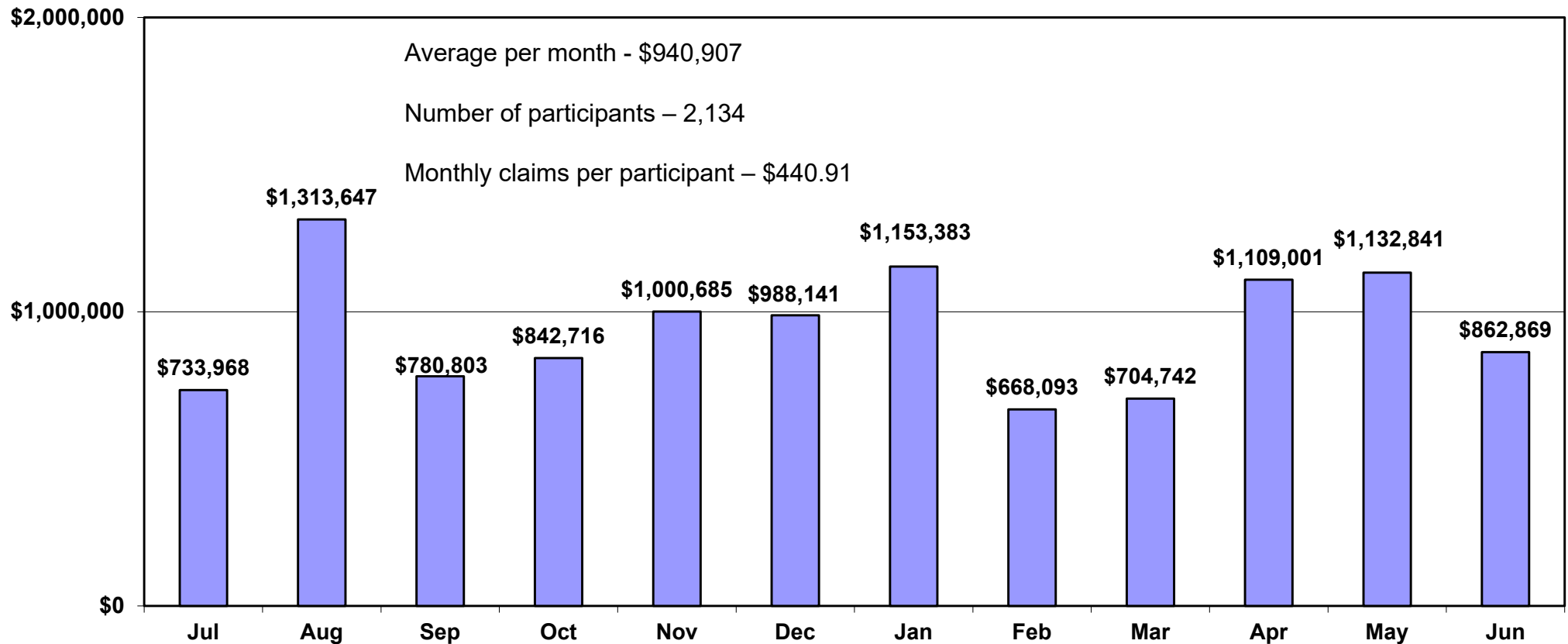
# Minnetonka ISD 276 Self Insurance Fund

## Monthly Claims Expenses FY17



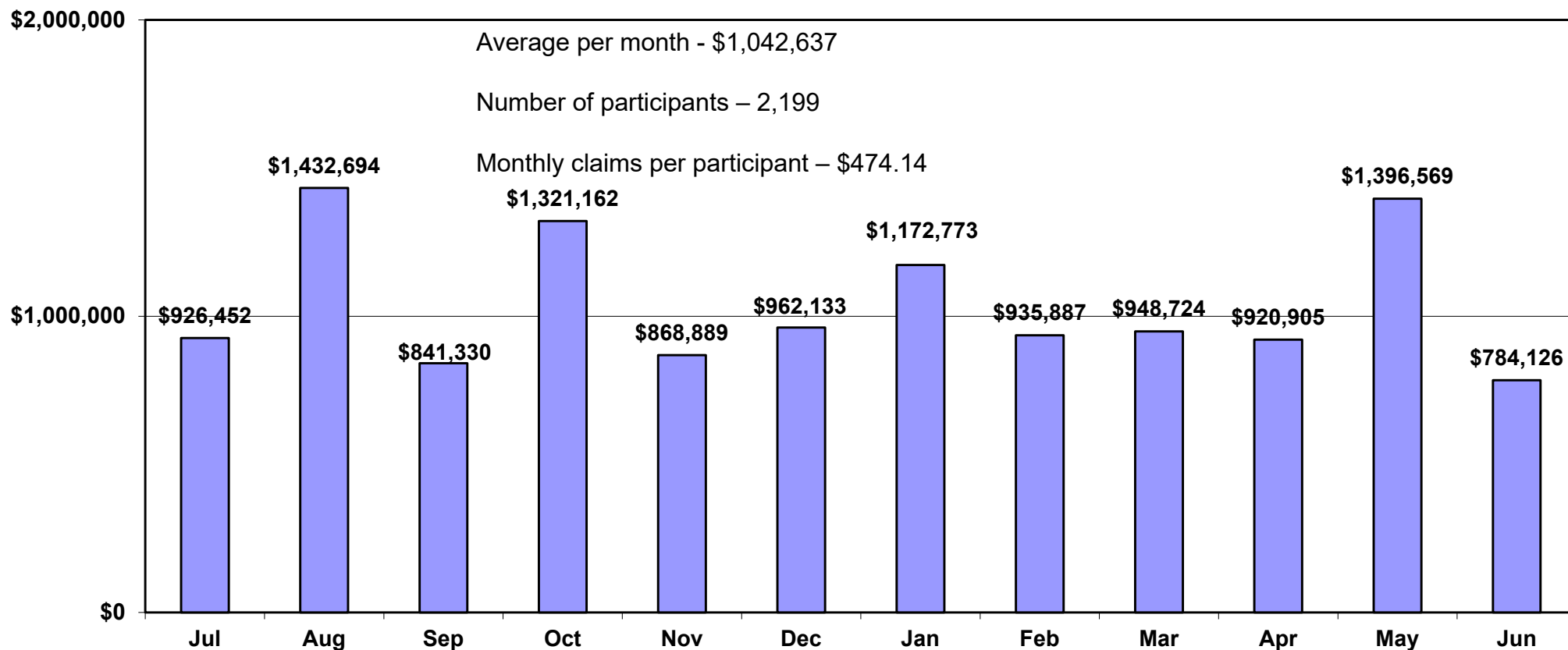
# Minnetonka ISD 276 Self Insurance Fund

## Monthly Claims Expenses FY18



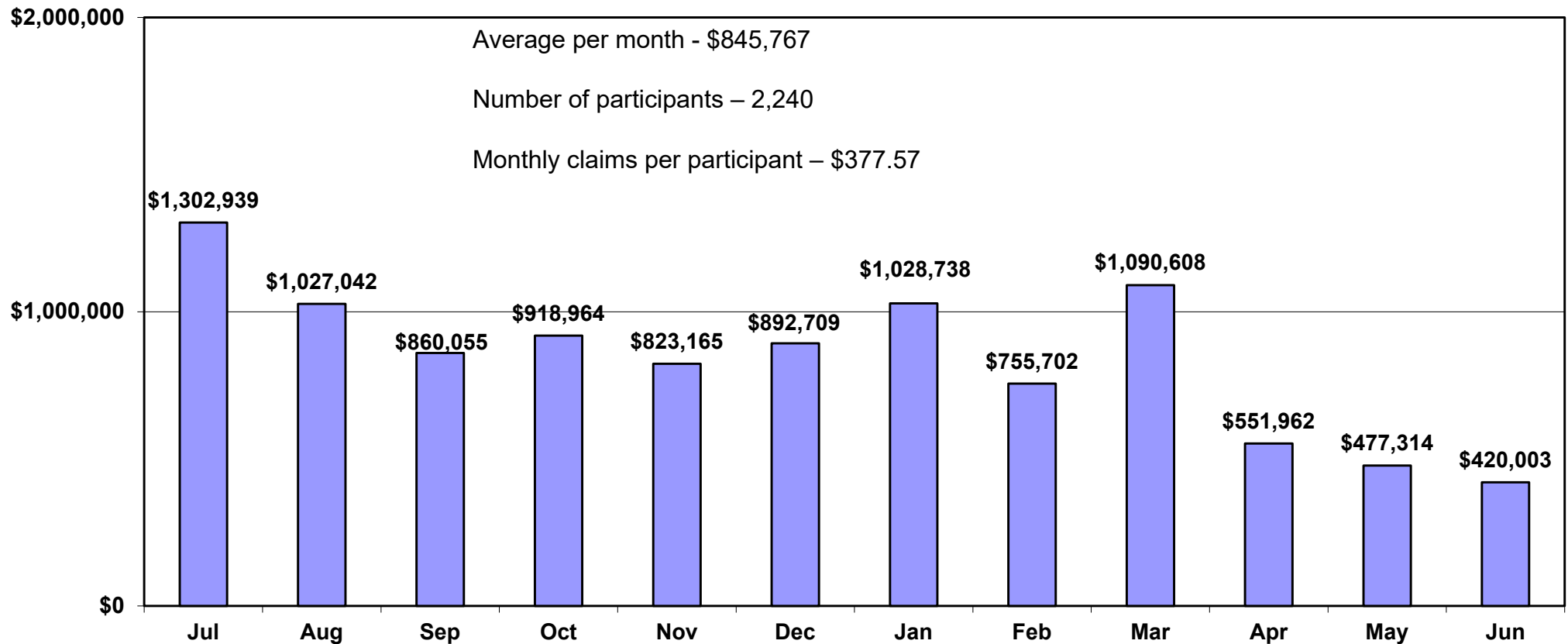
# Minnetonka ISD 276 Self Insurance Fund

## Monthly Claims Expenses FY19



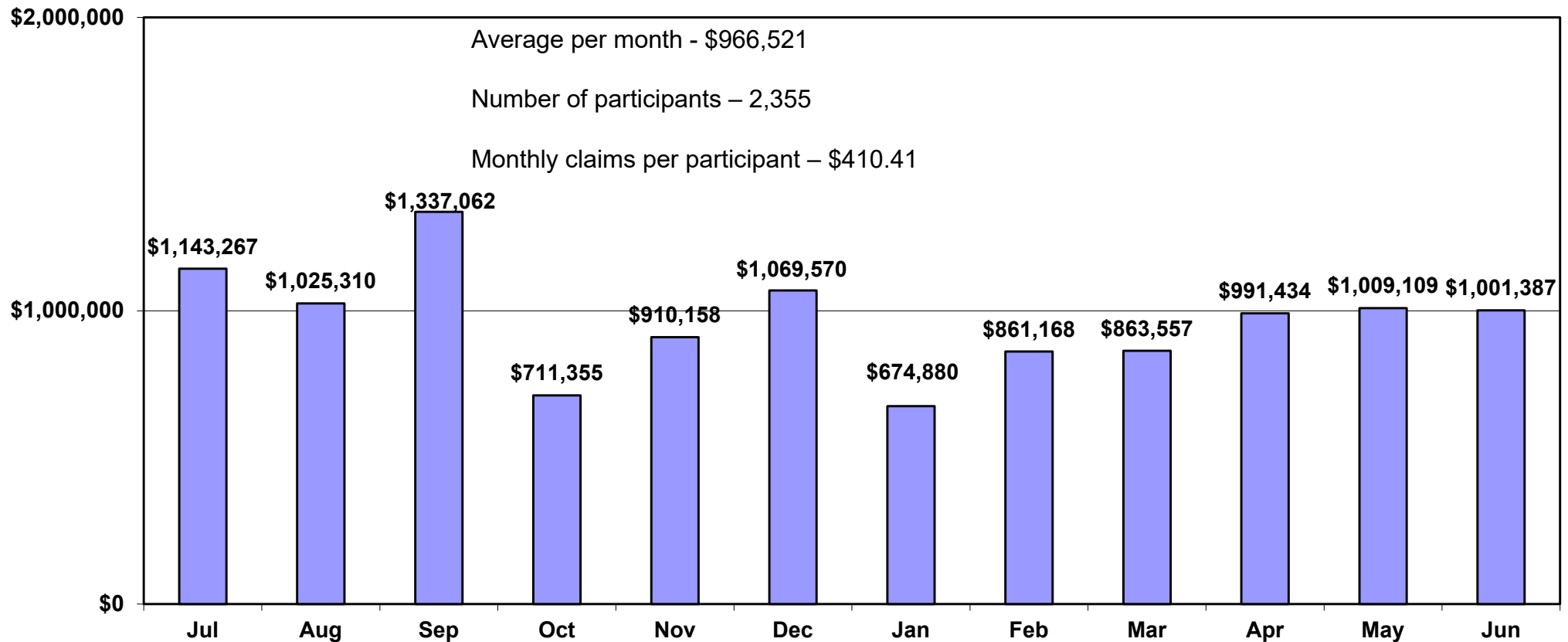
# Minnetonka ISD 276 Self Insurance Fund

## Monthly Claims Expenses FY20



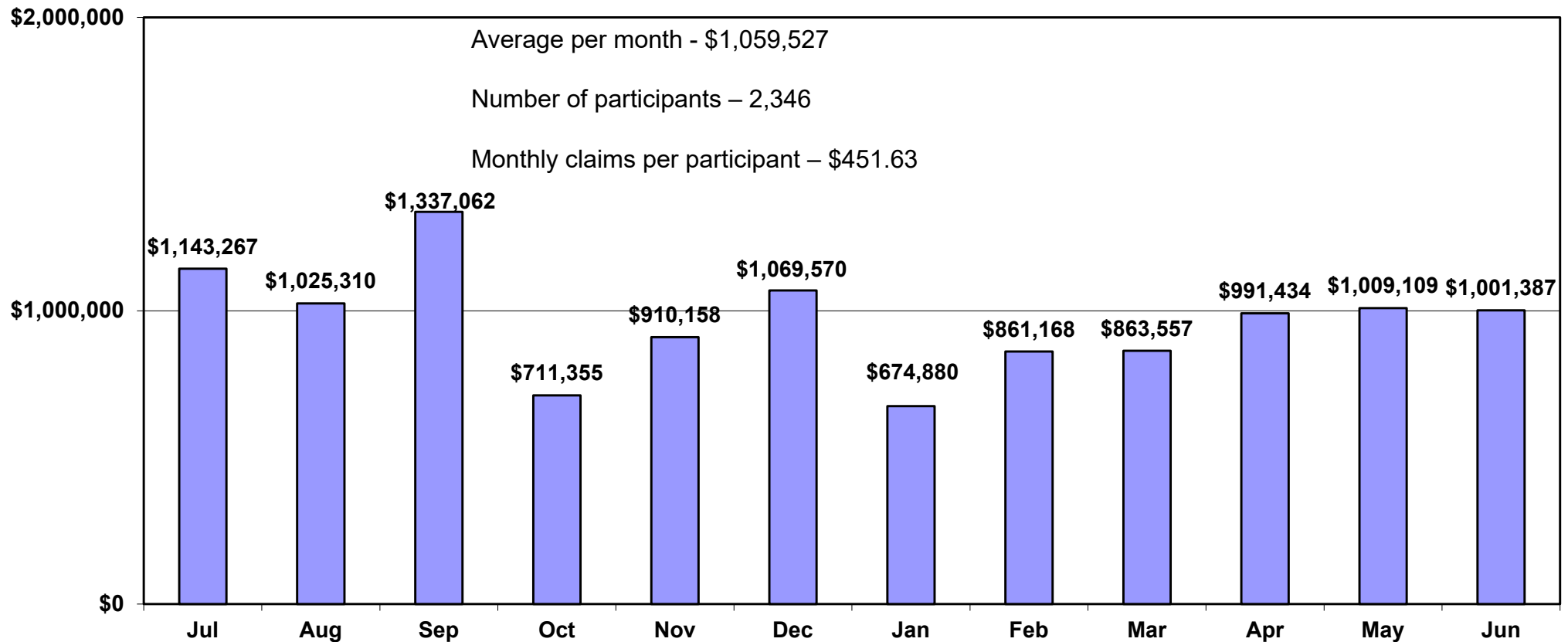
# Minnetonka ISD 276 Self Insurance Fund

## Monthly Claims Expenses FY21



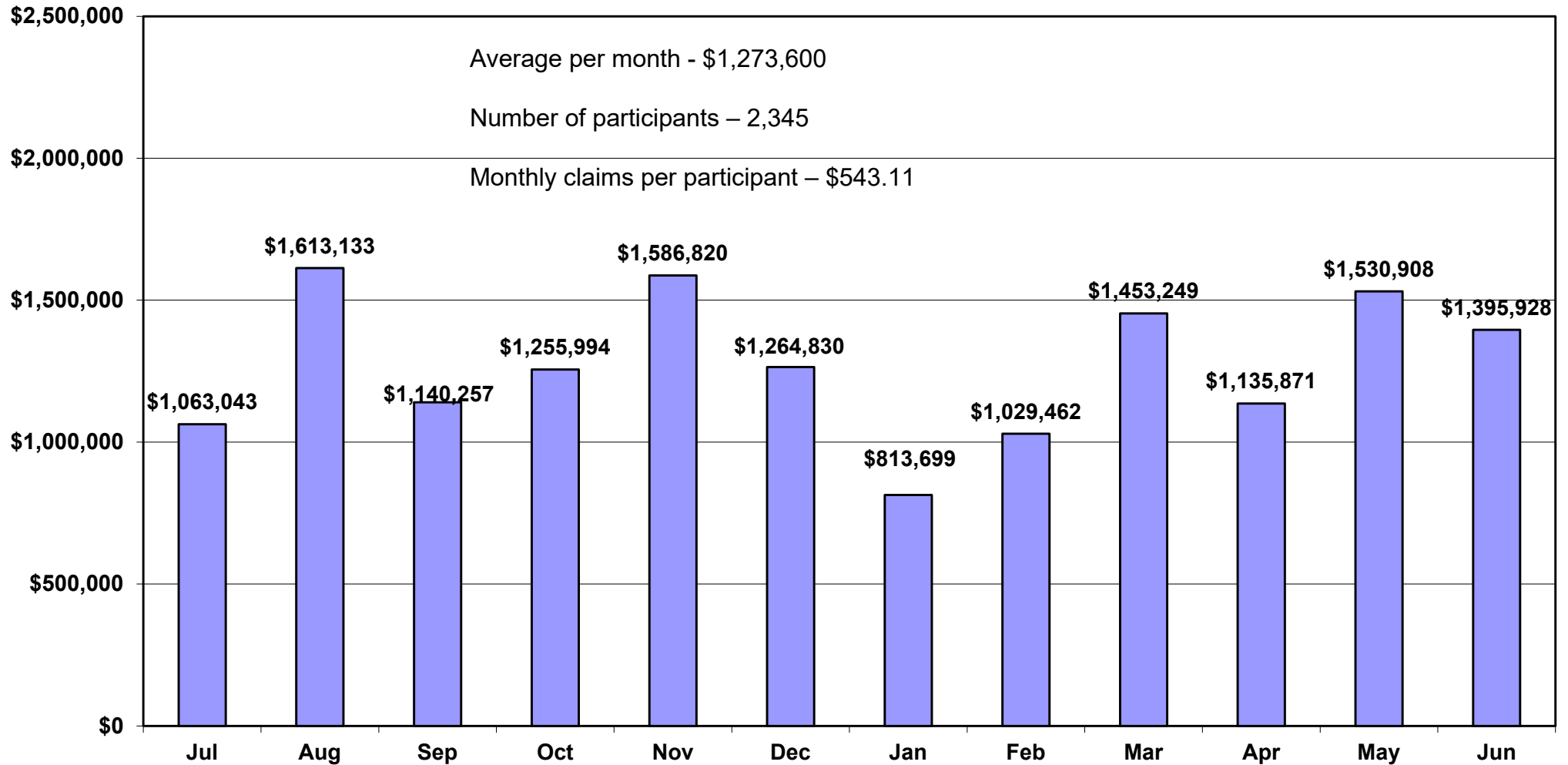
# Minnetonka ISD 276 Self Insurance Fund

## Monthly Claims Expenses FY22



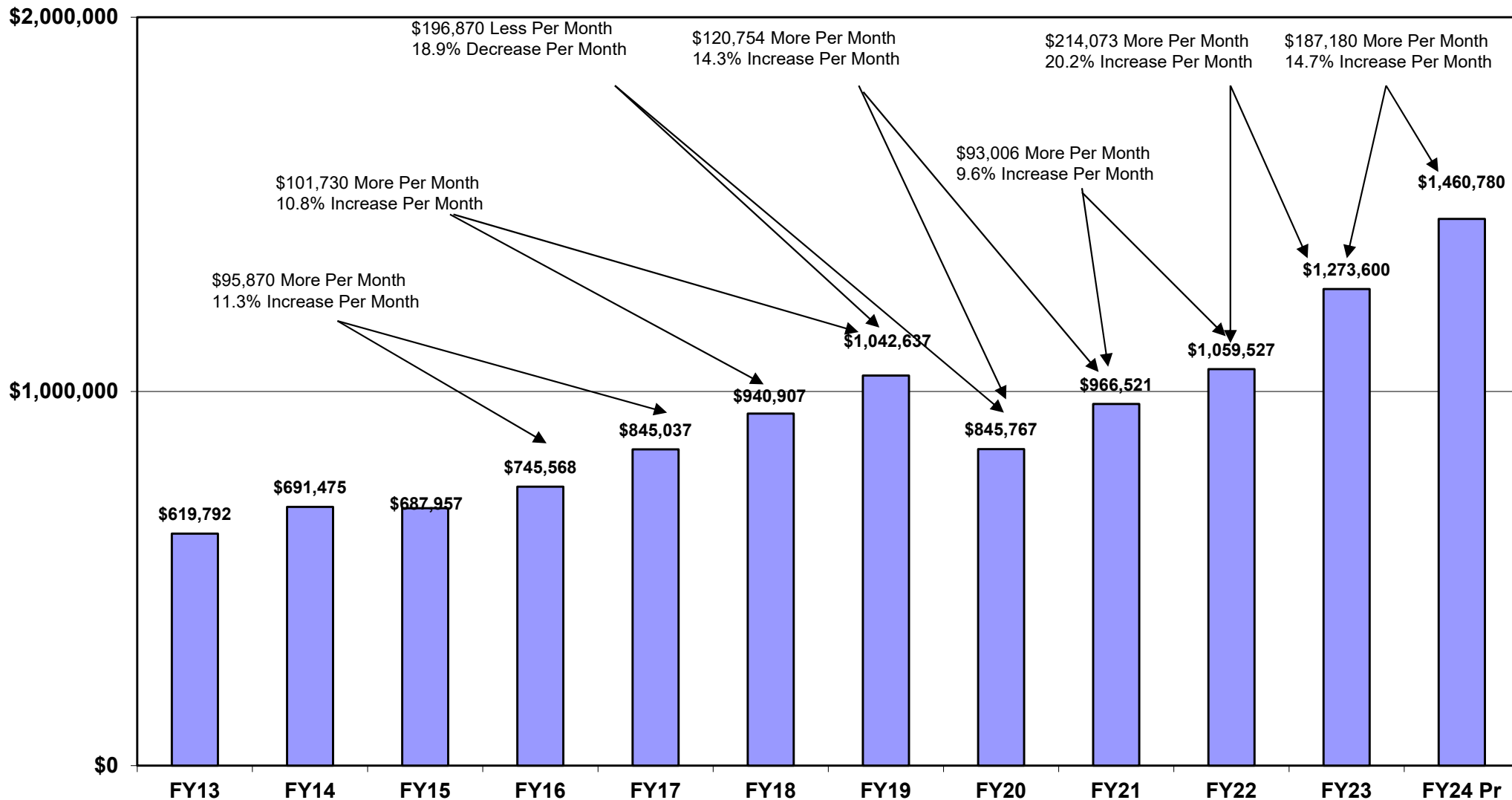
# Minnetonka ISD 276 Self Insurance Fund

## Monthly Claims Expenses FY23



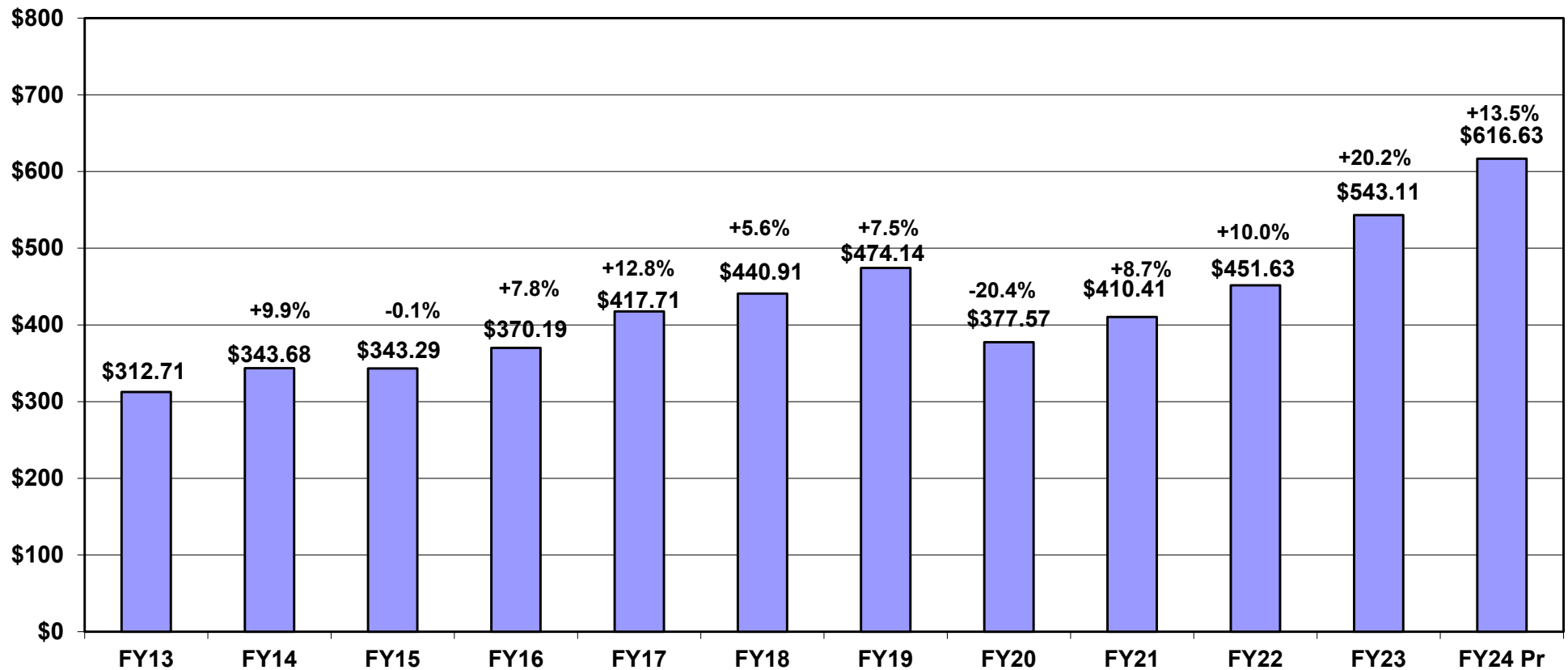
# Minnetonka ISD 276 Self Insurance Fund

## Average Monthly Claims Expenses



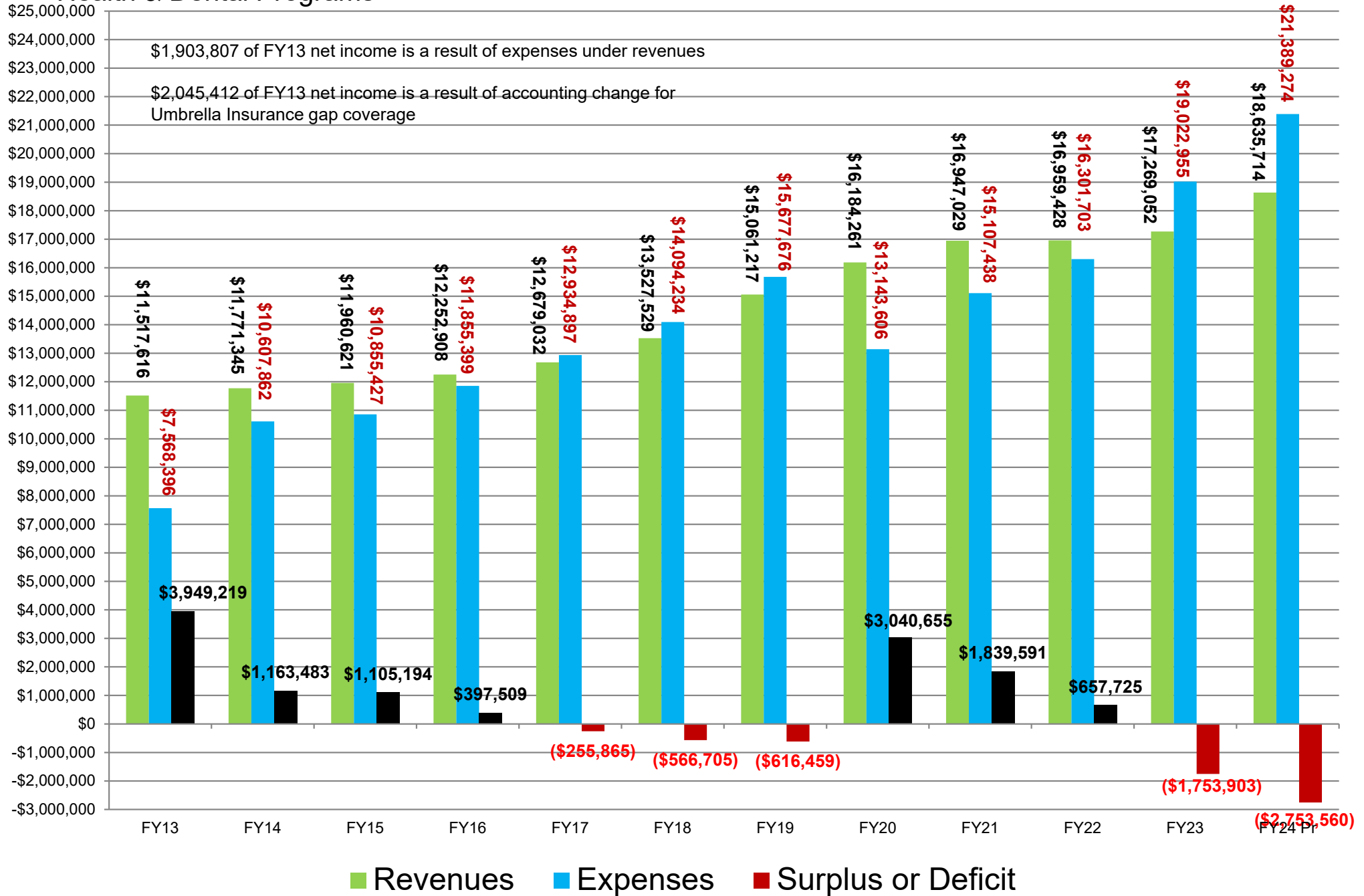
# Minnetonka ISD 276 Self Insurance Fund

## Average Monthly Claims Expenses Per Participant



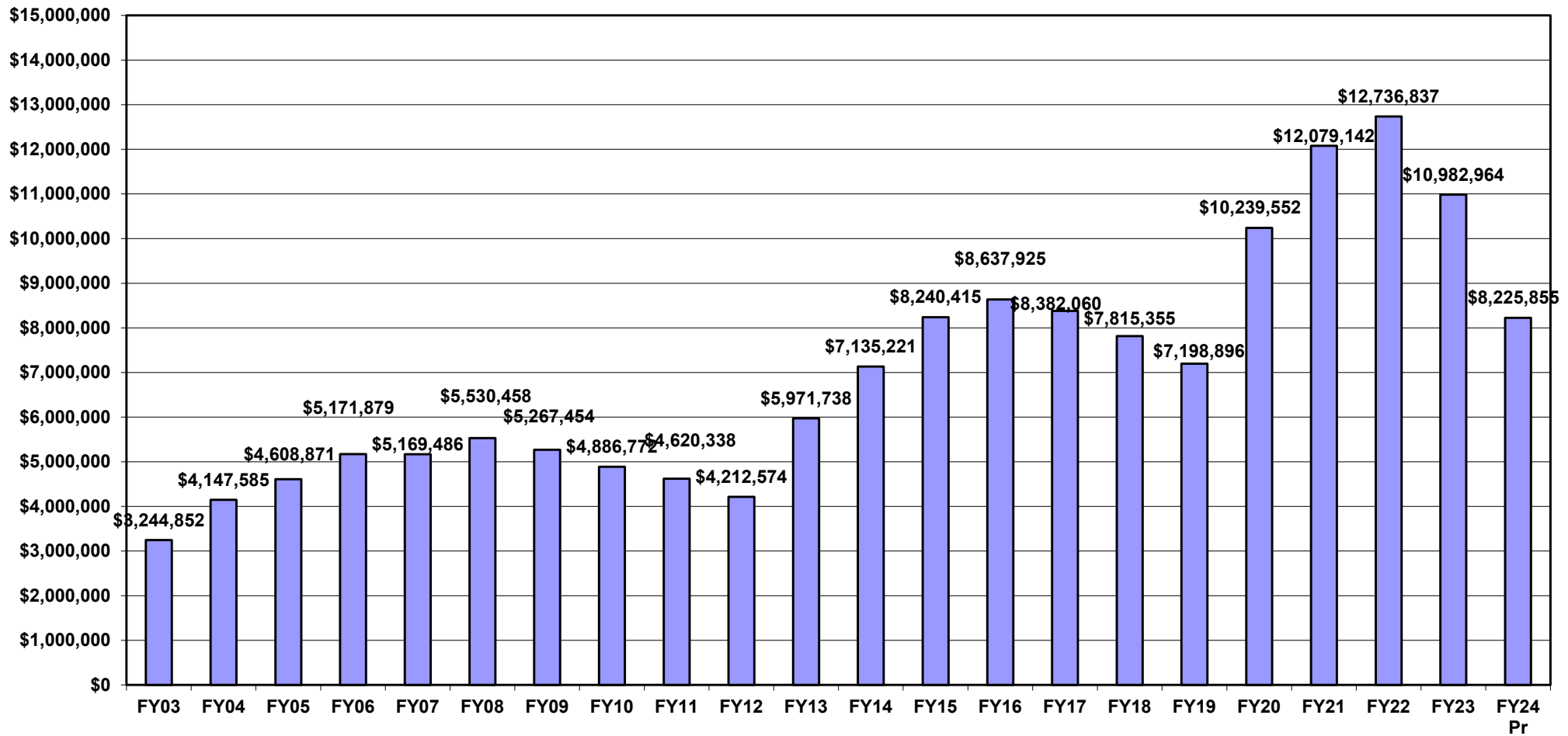
# Self Insurance Fund Revenues, Expenses, Surplus or Deficit

## Health & Dental Programs



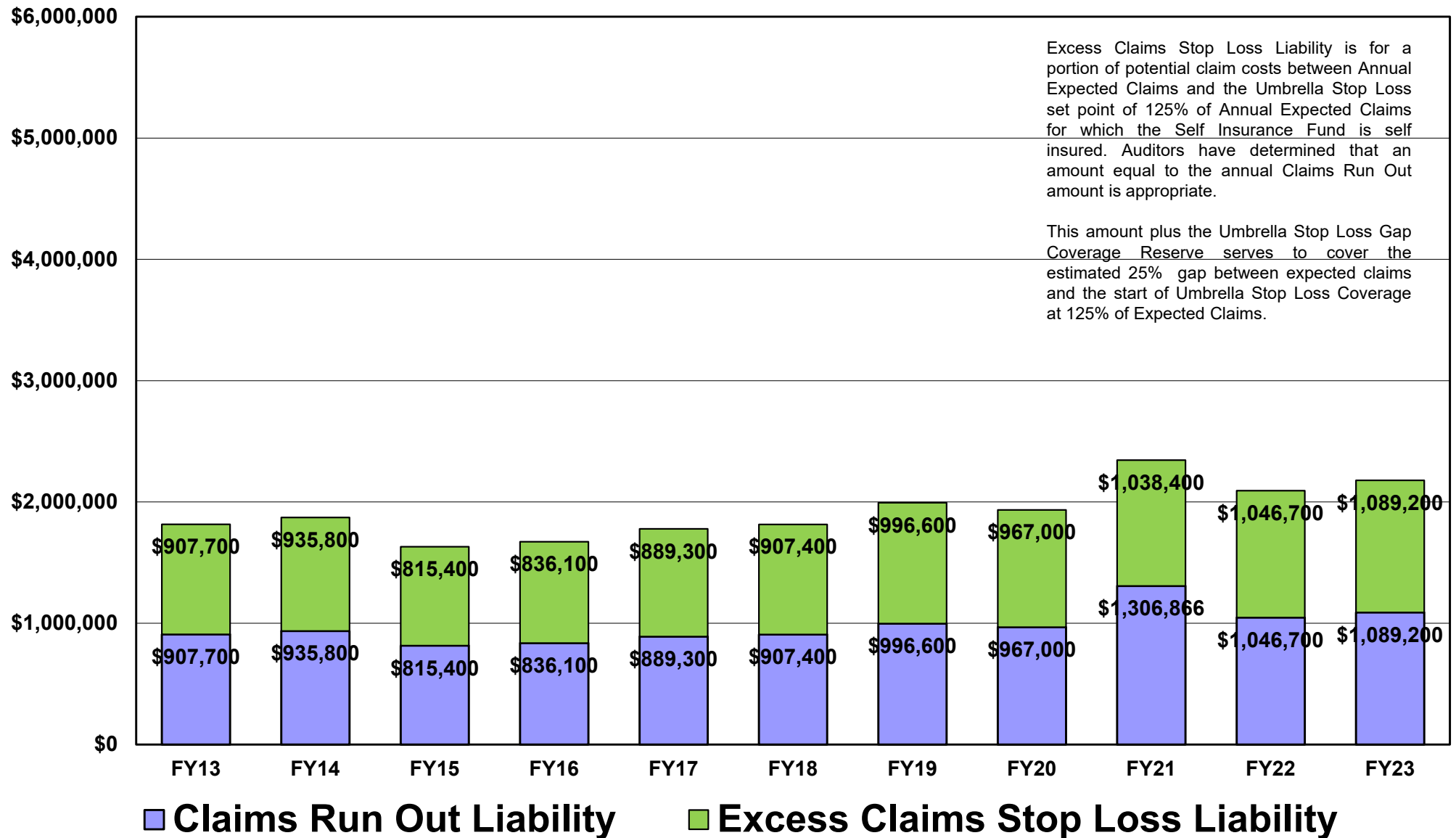
# Minnetonka ISD 276 Self Insurance Fund

## Total Insurance Cash Balance



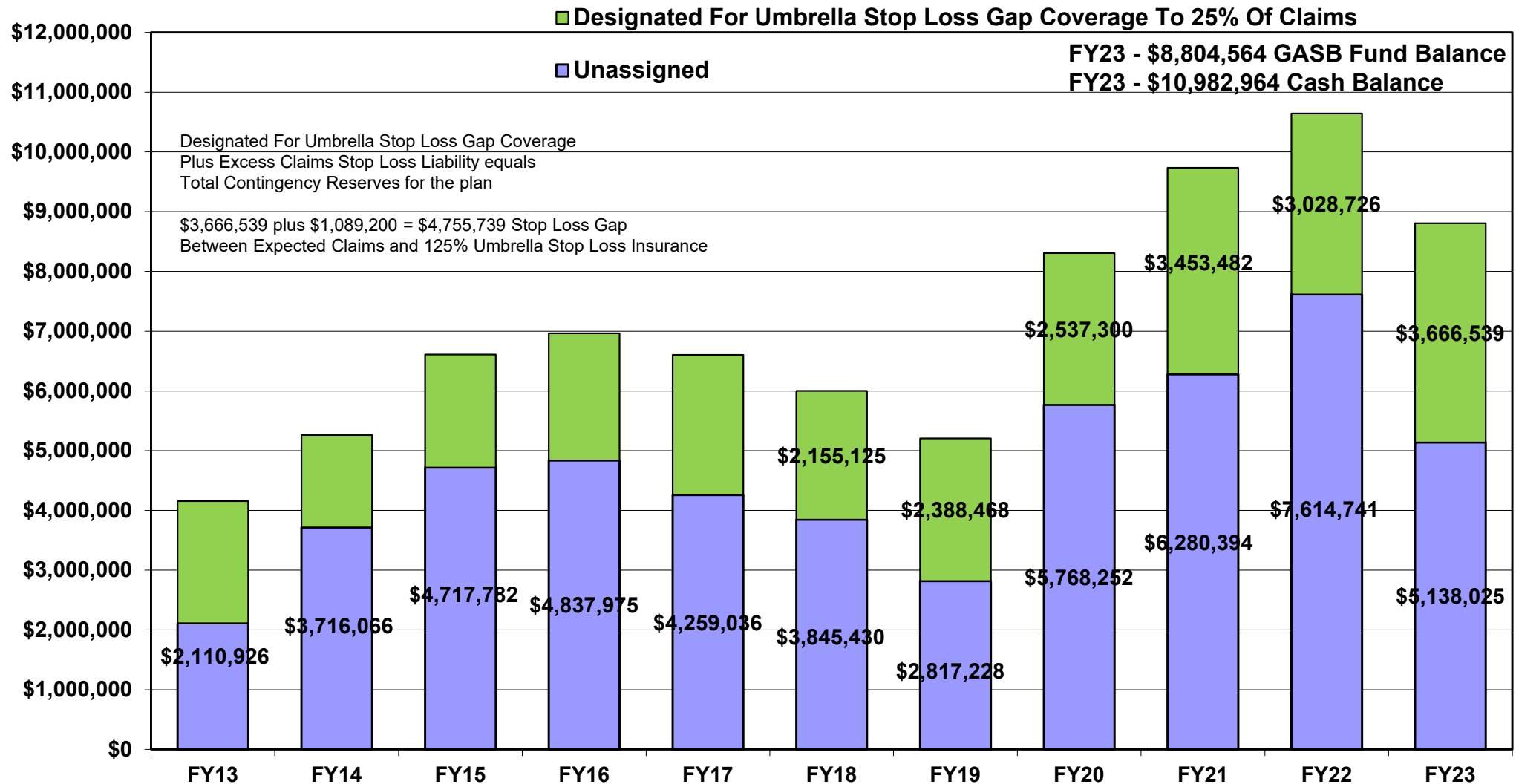
# Minnetonka ISD 276 Self Insurance Fund

## Claims Run Out Liability And Excess Claims Stop Loss Liability



# Minnetonka ISD 276 Self Insurance Fund

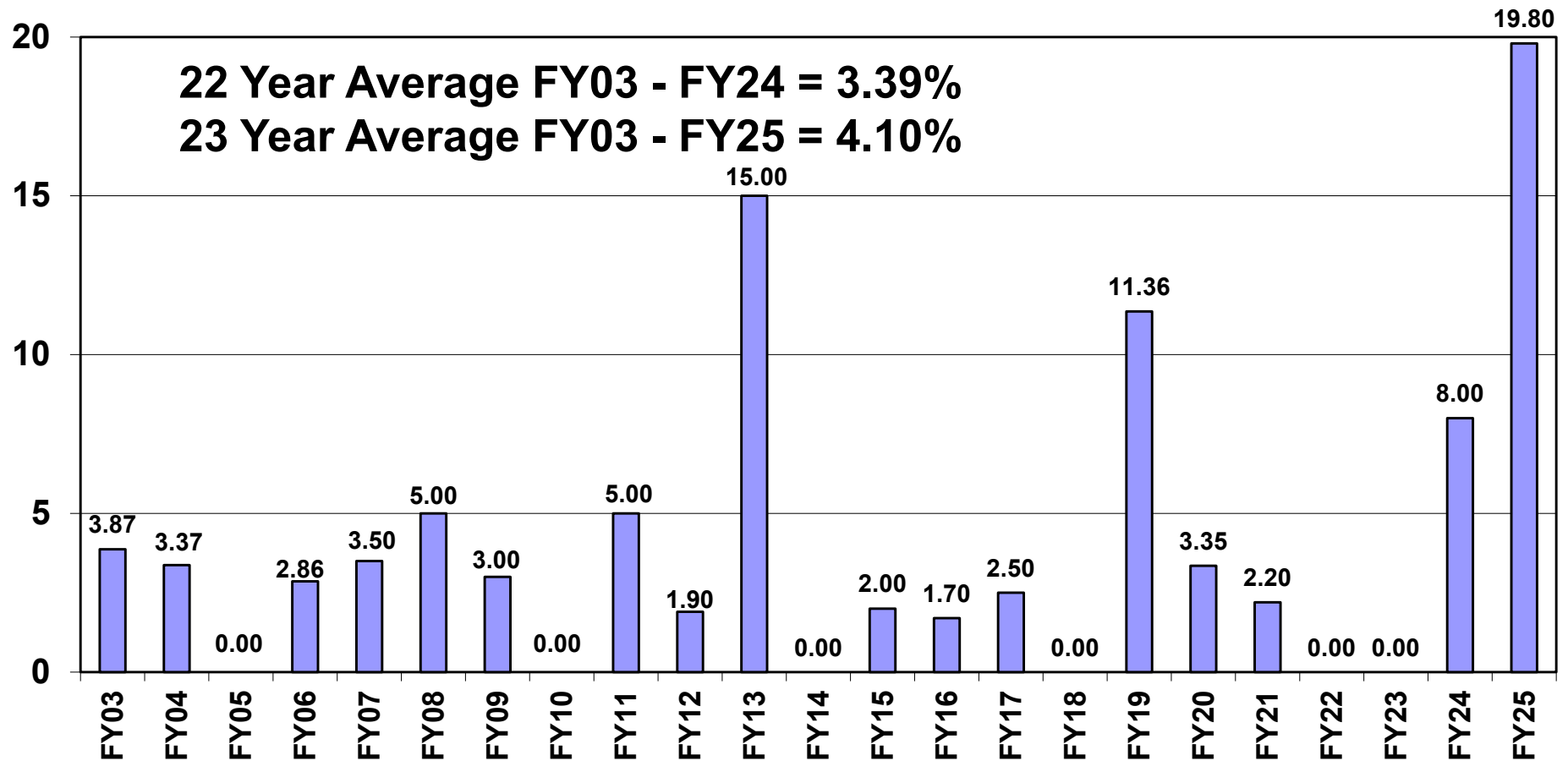
## Fund Balance



# Minnetonka ISD 276 Self Insurance Fund

## Average Premium Increase History

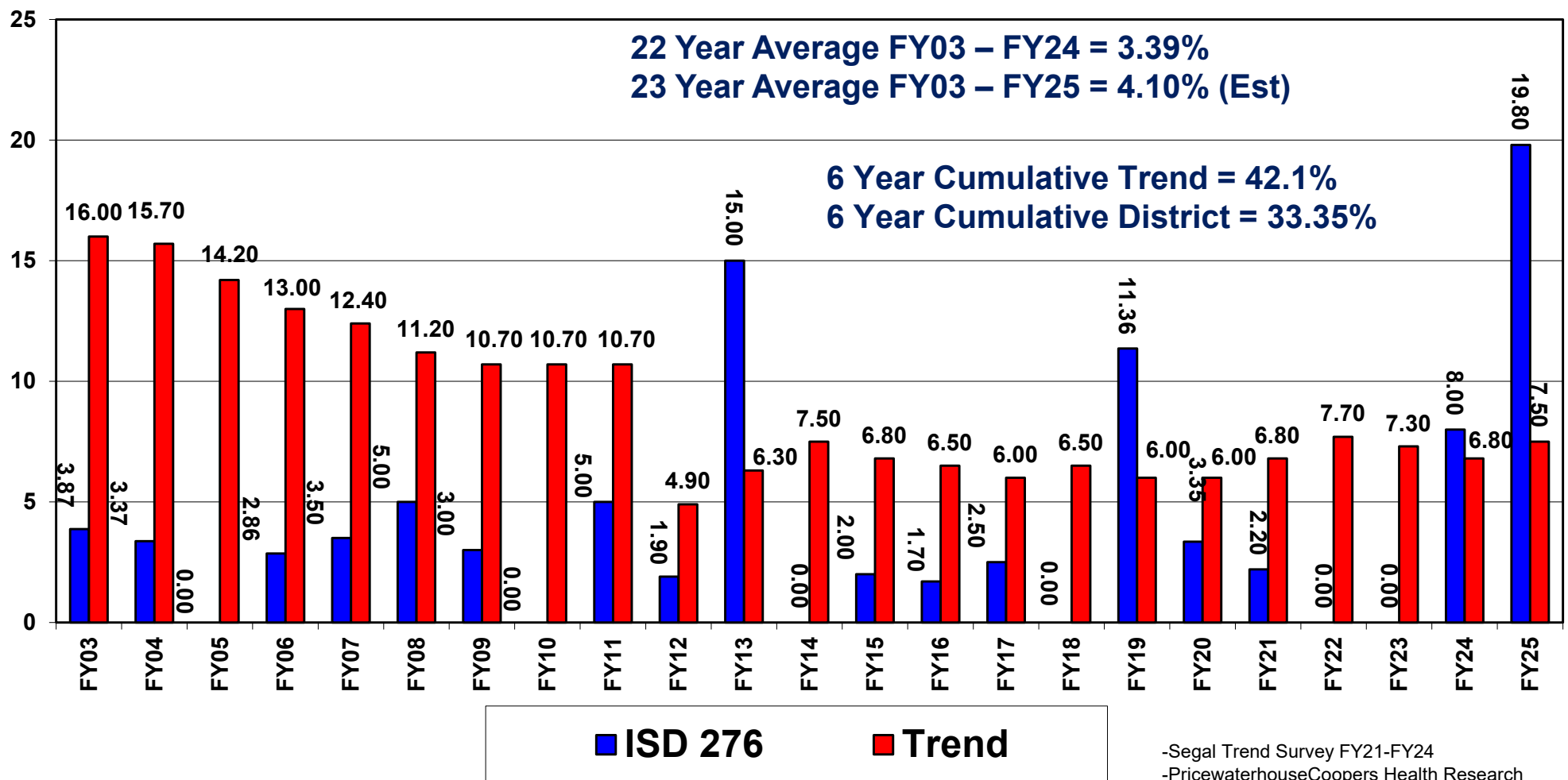
Percent



# Minnetonka ISD 276 Self Insurance Fund

## Average Premium Increase History Compared To Trend Data

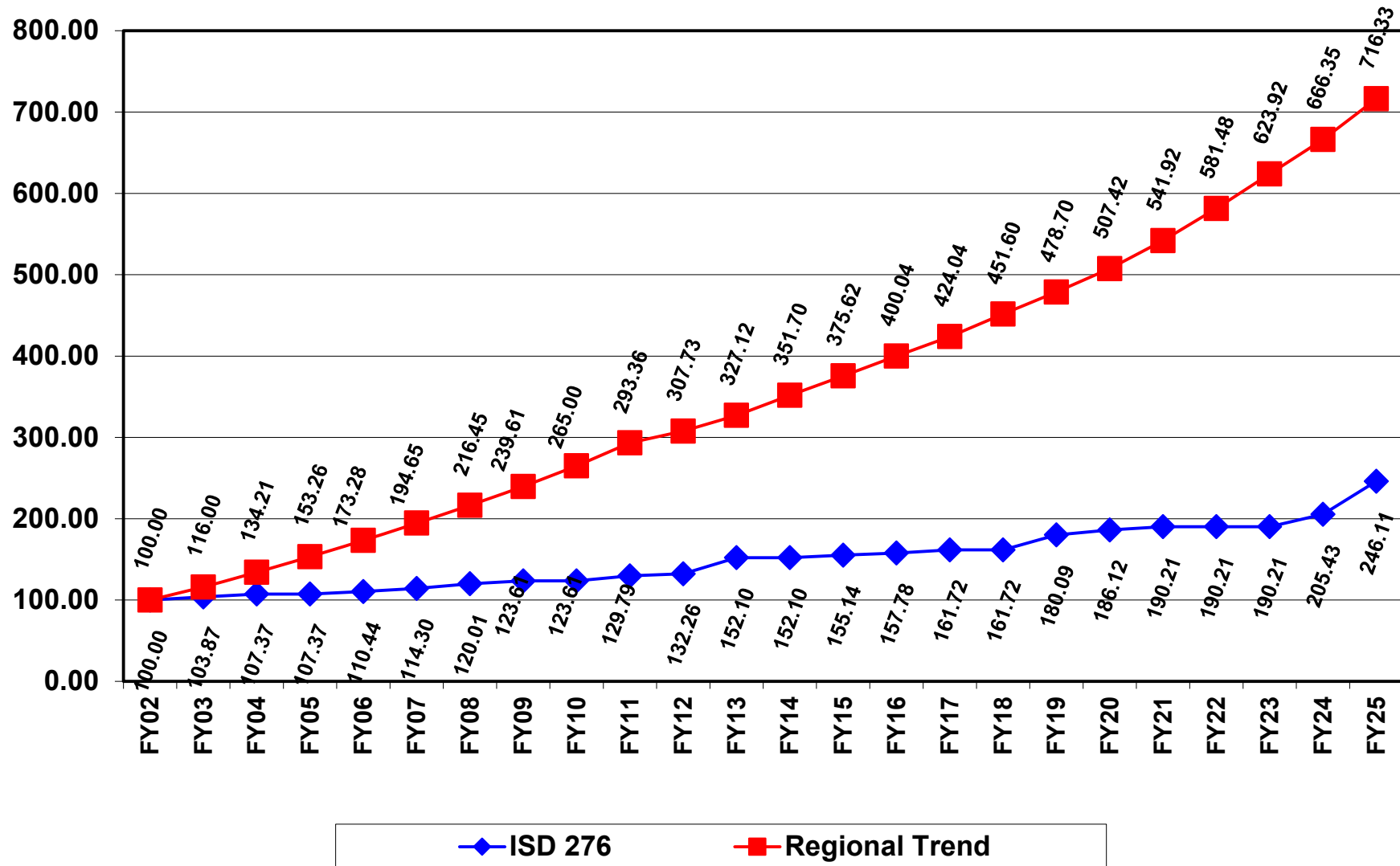
Percent



-Segal Trend Survey FY21-FY24  
 -PricewaterhouseCoopers Health Research  
 Institute FY14-FY20  
 -AON Trend Survey Prior To FY14

# Minnetonka ISD 276 Self Insurance Fund Cumulative Rates To Trend Comparison

2001-02 = 100



**SCHOOL BOARD  
Minnetonka I.S.D 276  
5621 County Road 101  
Minnetonka, Minnesota**

**Study Session Agenda Item #3**

**Title: MTSS Update**

**Date: February 22, 2024**

---

**EXECUTIVE SUMMARY:**

Minnetonka is committed to implementing a Multi-Tiered System of Supports (MTSS) Framework with fidelity across all programs. In striving for continuous school improvement, this process has continued to evolve as we seek to consistently and systematically respond to the needs of students.

MTSS is a framework focused on delivering high-quality instruction in the area of academics, as well as social and emotional learning. This continuous-improvement process relies on data-based decision-making and problem-solving across all levels of the educational system to support students. The framework supports alignment and integration of various District operations and systems to facilitate efficiency and effectiveness in order to maximize student success.

A critical aspect of an MTSS framework is an aligned system that ensures high-quality core instruction for all students, which encompasses academics along with social and emotional development. Core instruction in these areas includes the learning all students engage in through district curriculum and programs to achieve Minnetonka essential learnings, State standards and District goals. In addition, the framework provides a system for consistent Tier 2 and Tier 3 instruction in academics, social and emotional learning, and behavioral supports.

Utilizing the findings from Phase 1 and 2 of the MTSS evaluation, conducted over two school years, and the priorities identified for the District as a result, a 3-year implementation plan was developed. The District is in Year 2 of implementation of the 3-year action plan.

The District continues to partner with the Center for Applied Research and Educational Improvement (CAREI) for guidance and technical assistance for the ongoing development and implementation of the District MTSS Framework.

**Action Plan - Key Components**

The District Action Plan is organized by three key elements: Infrastructure and Support, Assessment and Decision-Making, and Multi-level Instruction. Each year the action plan is designed to further build the capacity of staff to implement a systemic MTSS framework.

In this update, progress in development of the Infrastructure and Support is a significant focus area. This includes the progress with teams, centering on professional learning communities (PLCs) and school-based student support teams (SST). Additionally, progress with the development and deployment of the process guide, designed to be both aspirational and informative, will be shared. In the area of Assessment and Decision-Making the focus is an update regarding the onboarding and initial implementation of the newly adopted data warehouse, eduCLIMBER. The Multi-level Instruction component update will focus on the intervention inventory that CAREI completed to guide and inform District decisions in Tier 2 and Tier 3 instruction.

Significant progress is being made with all action steps outlined in the District MTSS plan and a comprehensive update on all aspects of the Year 2 action plan will be provided through the year-end report.

## Teams

In the strategic development and implementation of a Multi-tiered System of Supports framework there are four levels of collaborative teams: District, Building, Grade-level/PLC, and Student Support (Figure 1). Much of the professional learning work in 2023-24 has been concentrated on furthering the understanding of the purpose and practices for both PLC and SST teams.

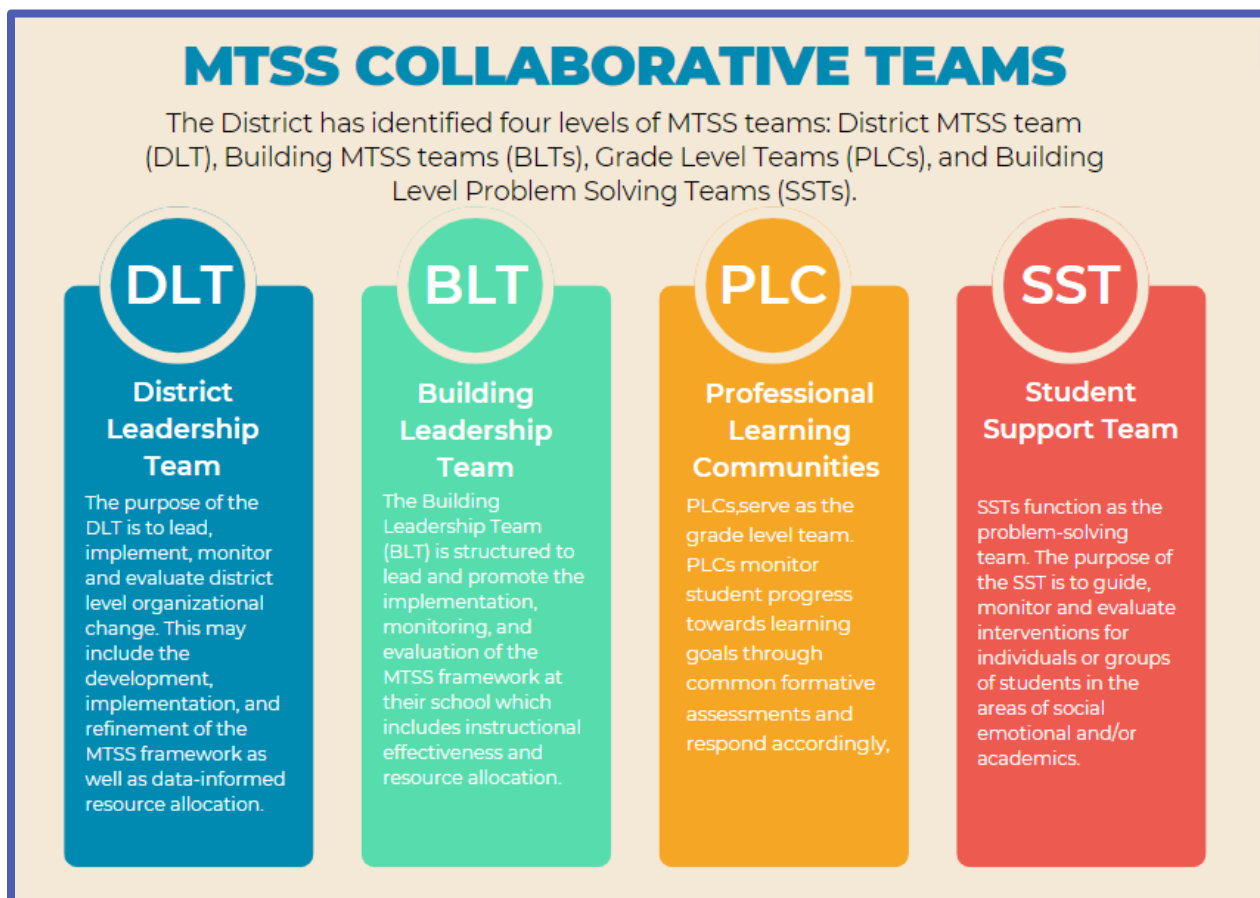


Figure 1: MTSS Collaborative Teams

## **Refining and Realigning Professional Learning Community Practices**

The Professional Learning Community (PLC) functions as one of the four MTSS collaborative teams. While PLCs have been supporting teachers in meeting the needs of their students for over fifteen years, it was determined in the 2022-23 school year that common understandings of PLC practices and structures would be necessary for teams to fulfill the expectations of the MTSS Grade Level Team. To that end, site and district administrators and teachers from around the District committed to deepening their understandings of PLCs.

To ensure that administrators and teacher leaders had common understandings of PLC practices, a team attended the nationally renowned PLC at Work Institute in Minneapolis in the summer of 2023. At the end of each day, the team convened to discuss key takeaways and next steps. At the conclusion of the conference, each attendee reflected on their learning through a survey. Several themes emerged from the data.

- Collaboration and feedback are integral to successful PLCs. Educators are encouraged to work together, share ideas, and provide constructive feedback to one another. Teams should focus their collaboration on tasks that improve student learning such as identifying essential learnings, analyzing student work, and engaging in professional dialogue rather than using the collaboration time to complete logistical tasks such as planning field trips. By working collectively, teachers can refine their instructional practices and enhance student learning outcomes.
- Data-driven practices are central to effective PLCs. Educators are encouraged to use data to inform their instructional decisions, identify areas of strength and growth, and monitor student progress. This includes administering common assessments, analyzing data collaboratively, and using evidence-based strategies to address student needs. By utilizing data effectively, teachers can make informed decisions that lead to improved teaching and learning outcomes.
- Differentiated instruction and the identification of essential standards are essential components of PLCs. Educators are encouraged to identify the most critical knowledge and skills students need to master and focus their instruction on those essential standards. Differentiating instruction to meet individual student needs and providing targeted interventions and enrichment opportunities are key strategies within PLCs.
- The integration of social-emotional learning (SEL) alongside academic learning was emphasized as critical for student success. Teachers were encouraged to develop clear expectations for behavior intervention plans and foster a compassionate culture within their classrooms and schools. Building strong relationships and classroom culture, setting norms collaboratively, and individual goal-setting with students were highlighted as key strategies for effective teaching and learning.
- The conference also addressed the need for effective intervention systems to support student learning. It was suggested to create a schoolwide intervention plan that involves all staff members, dividing and reorganizing human resources to create intervention and extension groups. The importance of identifying essential

learning targets and basing interventions on student needs rather than grade-level expectations was emphasized.

The identified themes align directly with the expectations of PLCs as the grade level team in MTSS. The team attending the conference acknowledged that these were aspirational and could become reality with intentional professional learning for both teachers and administrators as well as adjusting PLC systems and structures.

Specific steps were taken to address these aspirational goals. During the first quarter of the 2023-24 school year, PLC teams at each school met collectively and centrally. Each meeting started with either an in-person mini-lesson or a short video focused on one core PLC concept and was followed by supported reflection and application of the concept. The topics addressed in the professional learning series included:

- What Are Essential Learnings?
- Collective Commitments
- Collaborative Common Formative Assessments
- SMARTer Goals

Elementary content specialists (art, media, music, and physical education) and secondary teachers had deeper learning on PLC concepts and practices while their elementary colleagues were engaged in deep literacy learning. Members of the Teaching and Learning team led this work on the three professional learning days this year.

To increase the levels of support, each PLC was assigned to both an administrator and an instructional coach. The administrator is responsible to review each of their assigned PLCs' One-Stop-Shop at the end of quarters one and three and focus their feedback to the team on the essential learnings the teams identified. Principals collaborated at a principal meeting to ensure consistent feedback on essential learnings. At the mid-year, the Alternative Pay Oversight Committee provided feedback on SMART goals. Monthly, teacher instructional coaches review PLC notes and provide guidance. Coaches and site administrators meet monthly as well to discuss trends in PLCs.

The one-stop-shop also evolved to better reflect the PLC focus. Teams were asked to reflect on how the meeting *improved student learning* and to *include the interventions and extensions* they were providing to their students. On the Essential Learning and CFAs tab, teams were asked to draw a line from the essential learning to the collaborative common formative assessment connected to it and to use both of these as the foundation for their SMART goals.

PLC Meeting Notes			
The purpose of a PLC is to ensure EVERY student is learning at high levels.			
Guiding Questions: (1) What do we want <b>students</b> to learn? (Essential Learning) (3) How will we respond when <b>students</b> don't learn? (Intervention) (2) How will we know if <b>students</b> have learned? (Assessment) (4) How will we respond if <b>students</b> already know it? (Extension)			
Mtg # / Meeting Date	Members Absent	Notes on how this meeting has improved student learning. Include interventions and extensions.	SMART Goals (Student Learning)
Example Entry		EXAMPLE: We discussed ____ (essential learning). The team agreed to give ____ common formative assessment on ____ and to analyze student data. Looked at student data from ____; discussed common errors and how to support students' learning. <i>Students that did not meet standard will receive ____ intervention, and students that met standard will receive ____ extension.</i>	EXAMPLE SMART Goal: By ____ (date), every learner will demonstrate understanding/mastery of ____ (specific learning) at ____ (desired proficiency level) with ____ assessment as evidence.
Mtg 1			No SMART Goal yet
Mtg 2			No SMART Goal yet
Mtg 3			No SMART Goal yet

The purpose of a PLC is to ensure EVERY student is learning at high levels.	
Essential Learnings & Common Formative Assessments	
<b>Guiding Questions for Essential Learnings:</b> What is critical for EVERY student to know and do by in our classes? What learning and skills will we PROMISE for every student?	<b>Guiding Questions for Common Formative Assessments:</b> How will we know students have these skills and knowledge? What will we do to ensure learning happens? How will we respond?
<b>Essential Learnings Resources</b> <b>Identified Essential Learnings - Semester One</b> Identify the essential learnings on which to focus your PLC work RIGHT NOW. You may add to this as the semester progresses.	<b>Common Formative Assessments Resources</b> <b>How might we monitor progress towards this essential learning? - Semester One</b> What common collaborative formative assessment(s) might align with each essential learning?

Figure 2: Excerpts from PLC One-Stop-Shop 2023-24

## Student Support Team Decision-Making Framework and Standard Treatment Protocol

During the 2023-2024 school year, an intentional focus has been on training staff who participate on our Student Support Teams (SSTs), specifically school psychologists, special education facilitators, principals and assistant principals. These trainings, facilitated by Dr. Ellina Xiong, have centered around the use of a Decision-Making Framework and Standard Treatment Protocol. Adopting a formal or standard decision-making process to facilitate effective decision-making was a first step in the training process. Using a formal decision-making process ensures a structured and standard data review process, promotes collaboration and effective teamwork, and ensures a systematic process of identifying effective interventions that lead to improved outcomes. Minnetonka chose the Problem-Solving Model, which is a structured process to facilitate decision-making and consists of five stages that are cyclical. These stages include problem identification, problem analysis, plan development, plan implementation, and plan evaluation. Each stage is driven by core questions and specific tasks and the model can be used to develop instruction and interventions across tiers to address remedial and advanced learning needs.



Figure 3: Problem-Solving Model

Once the decision-making framework is solidified, teams can begin applying a Standard Treatment Protocol at the SST meetings. This model provides standard interventions chosen to address the most common student areas of need within the school, with interventions readily available for students as soon as needs are identified. The District continues to partner with CAREI in order to narrow down and identify which evidence-based interventions the District elects to continue to use and additionally, which interventions the District wants to add to our system in the areas of reading, math and social and emotional learning.

The training of SSTs is pertinent to the growth of MTSS in the District, as the District previously utilized SSTs in a different manner. Prior to year 2 of our action plan, SSTs were utilized to problem-solve students requiring differentiation at Tier 1 and Tier 2, creating a backlog of students needing to be discussed. As the District has implemented this new decision-making framework, as well as worked with PLC teams to ensure teachers understand and feel equipped in their role of supporting students in Tier 1 and into Tier 2 in their classrooms, SSTs are functioning much more effectively in applying a Standard Treatment Protocol to students not making progress at Tier 2 and requiring Tier 3 interventions.

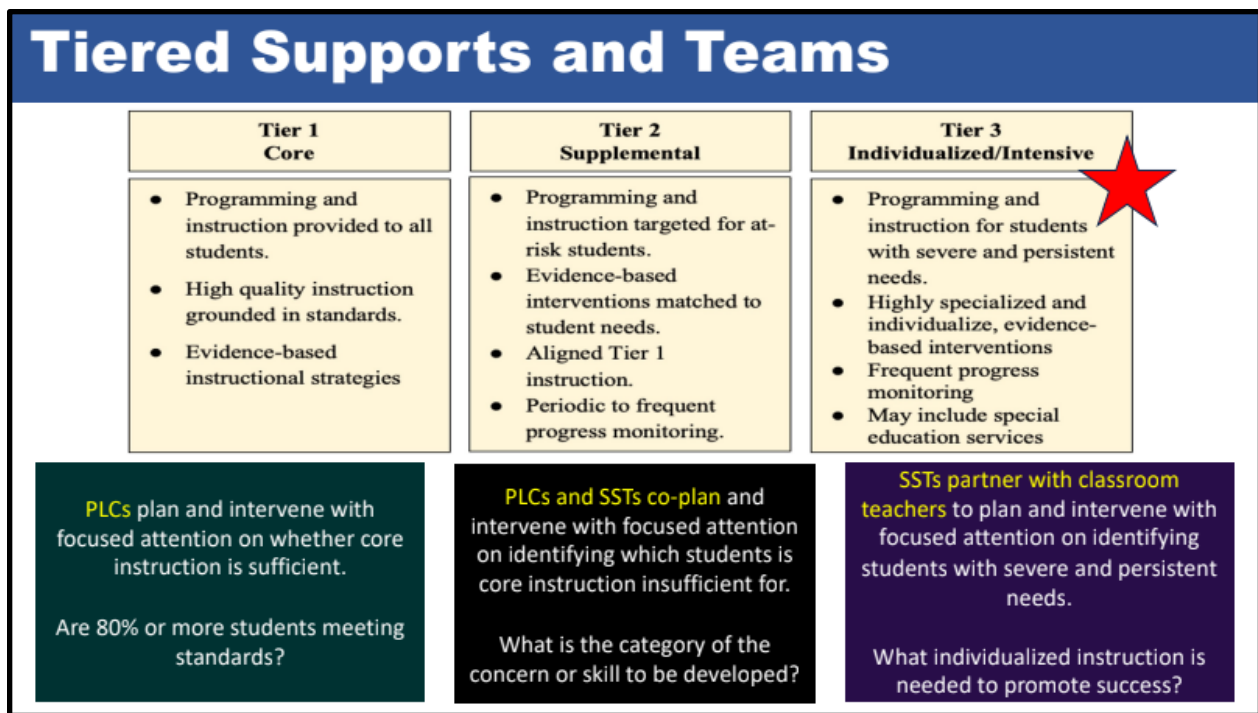


Figure 4: Tiered Supports and Teams

## Intervention Inventory

As a part of the District partnership with CAREI, a comprehensive evaluation of existing Tier 2 and Tier 3 resources was completed during the spring and summer of 2023. The goal of this inventory was to understand the resources, tools and programs being used across the District and to understand the gaps that exist. In the 2022-23 school year, building leadership teams including interventionists and administrators, used tools and methods co-designed with CAREI to collect information regarding reading, mathematics, social, emotional and behavioral interventions available and/or being utilized at each site, districtwide.

This inventory resulted in identification of the evidence-based interventions currently being used at schools within the district. The District Leadership Team is using this information to guide decisions about which interventions should be expanded districtwide, which areas may need new intervention resources, which interventions are promising and should be further studied, and which interventions are not evidence-based that should be discontinued.

Next steps are identifying alternative interventions as necessary. Further, it is expected that as a result of the READ Act, the MDE will be providing a list of evidence-based resources in the area of literacy. Efforts will be made to ensure Tier 2 interventions are standardized, delivered by staff trained in the intervention, and group size and dosage are optimized for the age and needs of students being served.

## Process Guide

To support the implementation of MTSS districtwide, CAREI recommended the District develop an MTSS Process Guide to provide a common foundation and deepen the understanding of core components and subcomponents of Minnetonka's MTSS Framework. Based on this recommendation, a process guide sub-committee was created during the 2021-22 school year. Members of the process guide committee include the Director of Assessment and Evaluation, Director of Curriculum, an elementary principal, an academic strategist, and a CAREI team member.

Throughout the development of the Process Guide, with input from many staff outside of the committee, there have been new insights and updates. The Guide is not only designed to represent and provide clarity around the current District MTSS practices, but it is also designed to be aspirational. Because of the aspirational nature of the process guide, it will inform staff with their current MTSS work and provide guidance for future steps.

At this time, final revisions are being made to the first version of the Process Guide; this version of the Process Guide will be housed in a Google site located on Single Sign-On for all District staff to access. Minnetonka's Process Guide will influence site and district professional learning teams as they identify needs and develop their plans for upcoming school years.

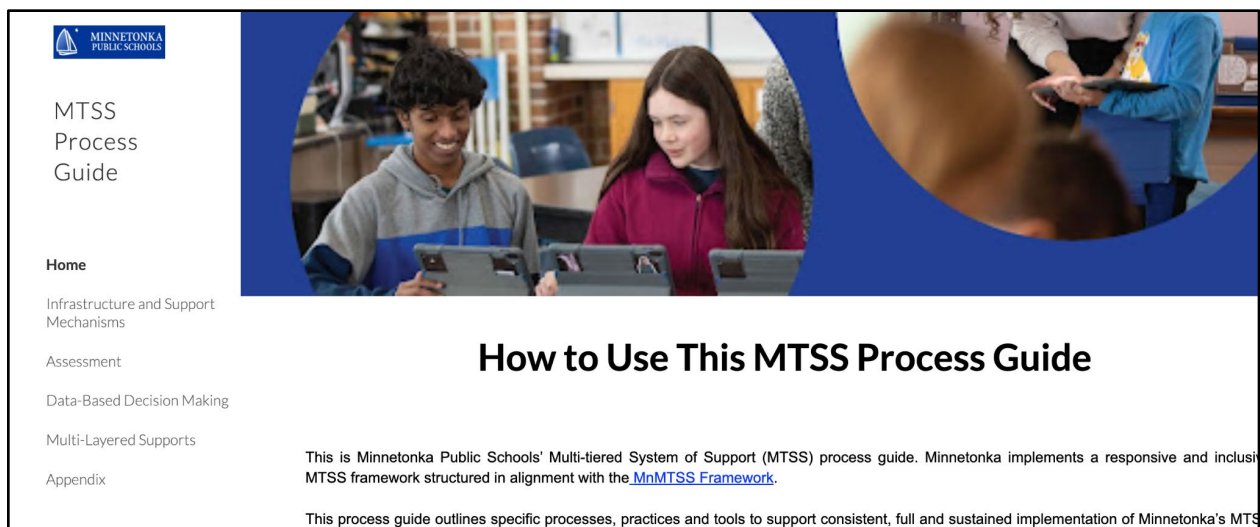


Figure 5: MTSS Process Guide Google Site Excerpt

The Process Guide website will contain the following sections:

- How to use the Guide and rationale
- Infrastructure and support mechanisms
- Assessment
- Data-based decision-making
- Appendix

Building the Process Guide into a website format will allow the Guide to effectively support professional learning and will enable the Guide to be updated in an ongoing manner. Additionally, the appendix included at the end of the Process Guide will house accessible templates and resources that can more easily be used in a practical manner by the various MTSS teams. Teams will be able to make copies of the appendix resources and tailor them to their needs. Additionally, there are many links embedded throughout the Guide, which makes the document and supporting resources more readily available in an electronic format. For those who wish to print the Process Guide, a pdf version will be made accessible through the website.

Principals and building leadership teams will be oriented to this version of the Process Guide through the website which is expected to be available through single sign-on by the spring of the current school year.

## **Data Warehouse**

The District identified and evaluated several data warehouse systems last spring and selected Renaissance Learning's eduCLIMBER software as the tool to best meet the goals and needs of the District, particularly as it relates to implementation of the MTSS Framework. One of the key features influencing the selection of this tool is its capability to build out a customizable early warning system.

During the 2023-24 school year, several staff have undergone basic navigation training on Renaissance Learning's eduCLIMBER software. E-12 staff will continue to participate in professional learning on the various components and capabilities of the eduCLIMBER software. To help with the on-going learning, identified staff participated in a "Train the Trainer" two-day session with a Renaissance Learning trainer on February 20 and 21. The selected staff will serve as trainers district wide and will provide sessions and support for the continued implementation of eduCLIMBER. In addition to in-person training, virtual training videos are being created and posted in the Schoology learning management system for teachers to review and will also be a resource available to provide initial support for new staff members in future years.

The District's data warehouse, eduClimber, will serve as an early warning system for all staff to identify students who are not on track in multiple areas including but not limited to the following areas:

- Attendance
- Discipline instances
- Final grades and daily progress grades
- Standardized test scores
- Social, Emotional, and Behavioral data

An early warning system allows staff to identify students in a timely manner who are in need of support, whether interventions or extensions. The eduCLIMBER system allows staff to track student progress with academic, social, emotional, and behavior interventions as well as academic extensions. Additionally, teachers can create

customized data views to review, analyze or monitor student data and progress on a regular basis with their grade level teams. Furthermore, this tool can be used to access data and results by all MTSS teams which includes the District Leadership Team (DLT), Building Leadership Teams (BLTs), Student Support Teams (SSTs), and Professional Learning Communities (PLCs). This tool can be used to access data and results by all MTSS teams.

Another important feature of the eduCLIMBER system is the ability for staff to measure program effectiveness. Program effectiveness can be monitored at the classroom, building, and district level. This tool will allow Minnetonka staff to efficiently use the data protocol initially outlined by CAREI to identify students who have maintained, improved, or decreased in their performances from fall to winter to spring. According to the CAREI MTSS recommendations, the goal is for at least 95 percent of students to maintain or improve their performance levels from fall to spring. Staff are able to identify specific student's growth in an efficient manner due to the unique nature of the software. By measuring student performance over time, this tool provides an effective means to monitor the effectiveness of academic, social, emotional, and behavioral programming.

Lastly, due to the robust nature of the eduCLIMBER system, full implementation of all the components of the software will take place over the next couple of years, with features that best support the implementation of the District MTSS framework prioritized during the first phases of the rollout.

## **Next Steps**

The District Leadership team continues to meet regularly to collaborate on action steps outlined under the three key components of the framework: Infrastructure and Support, Assessment and Decision-Making, and Multi-level Instruction. Through ongoing monitoring of key actions and collaboration with the team from CAREI, strong progress is being made.

This report highlights progress with key actions currently underway; a comprehensive update on all aspects of the Year 2 Action Plan will be provided as a year-end report.

---

**RECOMMENDATION/FUTURE DIRECTION:**

This report is submitted for the School Board's information.

**Submitted by:** Christine G. Breen  
Christine Breen, Executive Director of Special Education

**Submitted by:** Amy LaDue  
Amy LaDue, Assistant Superintendent for Instruction

**Concurrence:** David Law  
David Law, Superintendent

**SCHOOL BOARD  
Minnetonka I.S.D 276  
5621 County Road 101  
Minnetonka, Minnesota**

**Study Session Agenda Item #4**

**Title: Professional Learning Update**

**Date: February 22, 2024**

---

**EXECUTIVE SUMMARY**

As a learning organization, Minnetonka Public Schools is committed to embedding professional learning for the adults in its system. This was identified as a high priority and area of need during the 2022-23 school year. As a District that has also been highly committed to Innovation, there have also been efforts toward establishing the next iteration of the Innovation process being designed to focus on Board Goals and District challenges. To that end, a small-scale test of the Request for Ideas (RFI) pathway of the Innovation process was used during the spring of 2023 to identify possible solutions for this district need, and how to best provide staff with more professional learning time for the 2023-24 school year.

Several proposals to modify the 2023-2024 school calendar were shared at the April 2023 School Board study session for consideration. A pilot providing four full days for professional learning was approved at a June 2023 School Board Special Meeting.

The purpose for this report is to review the professional learning that occurred during the 2023-24 school year and to propose the continuation of professional learning days for the 2024-25 school year.

**CONTEXT/BACKGROUND**

**Student Calendar Requirements**

Minnesota State statute, 120A.41 LENGTH OF SCHOOL YEAR; HOURS OF INSTRUCTION, requires that school districts to meet a minimum number of days and hours of school each year by level. The following are the specific guidelines districts must follow when establishing their annual school calendars.

At least:

- 165 days of instruction, grades 1-11
- 1020 hours 7-12

- 935 hours grade 1-6
- 850 hours all-day K

The District Calendar Committee, made up of a representative stakeholder group, meets annually to develop the calendar more than a full year in advance. This calendar that is presented for School Board approval reflects both the requirements from the state along with priorities for the District.

## **Professional Learning**

Historically referred to as staff development, there has been an intentional shift to reframing this as professional learning. Improving schools is about learning: adult collaborative learning (organizational learning), individual teacher and leader learning, and ultimately student learning.

Professional learning that grows staff's conceptual understandings of teaching and learning and supports transfer of this learning to instructional practice has been identified as an essential element of school and district improvement throughout educational literature. Further, this aligns with the District theme, championed by the Superintendent, *Excellence in How We Live, Lead and Learn*.

Minnetonka Public Schools designs professional learning to ensure educators are able to best serve the academic, emotional, and social needs of students. As an organization, Minnetonka believes:

- Professional learning that improves educator effectiveness is fundamental to student learning.
- Professional learning should be modeled after best practice and research in the field of education.
- Professional learning to improve practice is an obligation for all educators.
- Professional learning is best when it is sustained over time and is collaborative in nature.
- Professional learning focuses on District priorities and values.

Professional learning provided in the 2023-24 school year embodied these beliefs.

## **District Professional Learning Opportunities**

Prior to this school year, two late starts and two early releases were provided for teacher professional learning. In addition to this time, principals embedded professional learning into their existing structures such as fall back-to-school workshops and staff meetings. The District also provides several optional professional learning opportunities including the Annual August Teaching and Learning Academy. The professional learning pilot during the 2023-24 school year was the first time in more than 20 years that full-days of job-embedded required professional learning occurred.

## Identified Needs for 2023-24

In the spring of 2023, significant adult learning needs were identified to meet School Board goals and the evolving needs of students. Key District goals and priorities have included:

- Structured literacy and disciplinary literacy
- English Language Arts standards, curriculum, and strategies
- MTSS processes and responses
- Refining and realigning PLC team practices

## Proposals for 2023-24

In the spring of 2023, key stakeholders were surveyed to identify days that could be considered for professional learning. The criteria for consideration were that the days would be friendly to families, would be conducive to adult professional learning, would be distributed throughout the year, and would be conducive to elearning for secondary students. Additionally, stakeholders were asked to consider prioritizing days earlier in the year to frontload learning. From this feedback proposals were created and ultimately the 2023-24 school calendar was modified to include four days of job-embedded professional learning (Table 1).

Table 1: Modifications to the 2023-24 School Calendar for Professional Learning Days

Student Calendar Changes	Staff Calendar Changes
	Aug 22 or 28 for professional learning
October 23: <b>elearning practice K-5; elearning 6-12</b> <i>October 23 is the Monday after MEA.</i>	October 23: Professional learning with time embedded to support student e-learning
November 22: no school K-12 <i>November 22 is the Wednesday before Thanksgiving.</i>	November 22: no school if teachers participated in professional learning August day; teachers who did not participate in August attended professional learning this day
January 2: no school K-12 <i>January 2 is the Tuesday after winter break.</i>	January 2: full day of professional learning
March 4: no school for K-5; <b>elearning 6-12</b> <i>March 4 is the Monday after spring parent-teacher conferences.</i>	March 4: full day of professional learning K-5; professional learning with time embedded to support student e-learning 6-12.

The revised calendar provided approximately one day of professional learning each quarter. To meet statutory requirements, secondary students had asynchronous learning for two of the four identified days. Statute also requires that on elearning days, teachers must be available to connect with students at least periodically throughout the day. As outlined in the Memorandum of Understanding with the Minnetonka Teachers Association, on elearning days, teachers were provided with scheduled time during the start, middle and end of the day for this purpose.

## **SUMMARY OF PROFESSIONAL LEARNING DAYS in 2023-24**

### **E-12 Priority Teachers of Reading**

The READ Act requires significant literacy professional learning for Minnesota teachers. In Minnetonka Phase 1 for this learning also includes elementary teachers, pre-K, E-12 special education who teach or support reading, and K-12 reading interventionist

To meet this, the READ Act tasked the Minnesota Department of Education (MDE), in partnership with CAREI, to identify at least three professional development programs that focus on the five pillars of literacy and the components of structured literacy by August 15, 2023. Although the programs were identified and posted on the MDE website by this date, the MDE only recently finalized contracts with the vendors and is in the beginning stages of making registration available to districts. As a result, the content for the first two professional learning days was curated by the District in order to build a foundation for the mandatory literacy professional learning. For the January 2 day, the District began partnering with CORE Learning as an on-ramp to the state required training.

The District is evaluating the State options in preparation for next year's professional learning in order to complete all required learning for Phase 1 teachers by the July 1, 2025 deadline. If the District is able to continue to offer full days of professional learning, it will likely continue the current plan to contract with CORE Learning for customized in-person learning cohorts that meet the READ Act legislative requirements.

#### *Content for the 2023-2024 school year's Professional Learning:*

See Appendices, attached, for more detailed description of the content and strategies covered on each day.

- Day 1 (August 22, August 28 or November 22) - District Curated: The Science of Reading (Appendix A)
- Day 2 (October 23) - District Curated: Structured Literacy and the Writing Reading Connection (Appendix B)
- Day 3 (January 2) - CORE: Customized for Minnetonka - Day 1 Reading Academy (Appendix C)
- Day 4 (March 4) - CORE: Customized for Minnetonka - Day 2 c (Appendix D)

All district curated content was aligned to research and objectives from reputable sources such as:

- Content embedded in the CORE Online Elementary Reading Academy or the *Teaching Reading Sourcebook*
- Content embedded in Language Essentials for Teachers of Reading and Spelling (LETRS)
- Resources provided by the Minnesota Center for Reading Research (MCRR) and Path to Reading Excellence in School Sites (PRESS) resources and training through the Multi-Tiered System of Supports (MTSS) partnership with the Center for Applied Research and Educational Improvement (CAREI).

CORE Learning has aligned the professional learning delivered in Minnetonka by their consultants to the State approved professional learning being offered through the Online Language and Literacy Academy (previously Online Elementary Reading Academy). Identified teachers have participated in the learning in cohorts of job-alike colleagues encompassing the members of their professional learning community (PLC). For example, all first grade teachers across programs and schools are participating together in the same cohort.

### **Content Area Teachers**

Secondary educators and elementary educators not responsible for reading instruction (art, media, music, and physical education teachers) participated in learning connected to the District priorities.

*Day 1 (August 22, August 28 or November 22) - District Designed: Excellence in Learning*

Building off the theme of Excellence in Living, Learning, and Leading, the initial professional learning day for secondary teachers focused on the role of professional learning communities in a Multi-Tiered System of Support framework. The learning outcomes for the day were:

- Understand how District priorities are interconnected - connecting the dots
- Reimagine PLCs with new understandings
- Preliminarily identify initial essential and priority learnings
- Define proficiency in the essential and priority learnings

Secondary principals Jeff Erickson, Freya Schirmacher, and Pete Dymit shared the Three Big Ideas of PLCs: focus on learning, collaboration, and results. Associate Superintendent Dr. Amy LaDue, Director of Curriculum Steve Urbanski, and Director of Teacher Development Sara White led teachers through foundational learning on essential learnings and priority standards. Essential learnings and priority standards address question one in PLCs: What do students need to know, understand and be able to do? PLC teams were given time to identify their essential learnings for the first 6-8 weeks of the year.

## *Day 2 (October 23) - District Designed: Formative Assessment Practices that Focus and Inspire Learning*

Assessment Director Dr. Matt Rega, Ms. White, and nationally recognized assessment researcher Nicole Dimich collaborated to engage teachers in reflecting on and refining their formative assessment practices. Formative assessments address question two in PLCs: How will we know what students know, understand, and are able to do? The learning outcomes were to identify and explain the different purposes of assessment and to learn and apply the process of designing collaborative common formative assessments.

## *Day 3 (January 2) - District Designed*

The January 2 professional learning day was divided into three parts, two of which were required learning and one of which gave educators choices in directing their learning. The primary session (3 hours) focused on disciplinary literacy, facilitated by Dr. Julie Scullen, Teaching and Learning Specialist for Secondary Reading in Anoka-Hennepin Schools. Dr. Scullen ensured teachers walked away with low-prep, evidence-based, and authentic methods of providing students the opportunities to read, write, and discuss in every classroom every day.

The second required learning (75 minutes) was facilitated by Dr. Matt Rega, Sara White, and Matt Breen. This learning continued the PLC focus on the four questions and focused on designing assessments to respond.

Additionally, three choice learnings (75 minutes) were offered. All three of these sessions support the District's commitment to improving PLC functions.

- *Ditch the Guesswork: Make Informed Instructional Decisions with Data*, Director of Instructional Technology Amanda Fay and Technology Coaches. An engaging and practical session designed to empower educators with the skills to make informed instructional decisions about formative data for a more insightful understanding of your students' learning needs
- *ELLevation Strategies*, English Language Learners Department Chair Jayna Rafferty and Secondary EL Teachers introduced teachers to the ELLevation platform, Minnetonka School's one-stop-shop for supporting Multilingual Learners.
- *When They Already Know It: Doable Strategies to Extend Learning*, Director of Advanced Learning Diane Rundquist and Secondary Advanced Learning Teachers built on the foundation of formative assessment professional learning in this session.

## *Day 4 (March 4) - District Designed*

Secondary principals are actively engaged in planning the March 4 sessions with their staff. For this day of learning teachers were divided by level and content. Minnetonka High School Principal Jeffrey Erickson and his administrative team will work with their

teachers in the morning on understanding and responding to feedback from students on the Developmental Relationships Framework survey. Minnetonka Middle School Principals Freya Schirmacher and Pete Dymit will work with their teachers on topics related to the middle level review in the afternoon. Elementary specialists will also participate in professional learning related to their content area needs led by their department chairs under the guidance of the Director of Curriculum and Director of Instructional Technology. All secondary teachers and elementary art, media, music, and physical education teachers will have the opportunity to work with Dr. Scullen to deepen their learning from January on disciplinary literacy. Elementary specialists and Middle School staff will also attend a breakout session with the District Literacy Coordinator on active learning strategies and routines to scaffold and engage students in academic discussion. High school staff will have a choice of this along with two of the previous offered choice sessions.

### **Licensed Staff in Unique Roles**

On Tuesday, January 2, K-12 support staff (social workers, school counselors, psychologists, and nurses) as well as secondary special education teachers, who do not teach reading, all K-12 facilitators and itinerant services worked with Director of Health Services Annie Lumbar Bendson and special education administrators on topics directly related to their roles.

The January 2 professional learning day for licensed staff in unique roles provided these educators with foundational learning in three areas: data-based decision-making, SEL in an MTSS model, and suicide awareness and prevention. Andrea Himel started the learning with an introduction to eduClimber, the District's recently adopted interactive whole-child data management system designed to support MTSS implementation through set up and use of a customized early warning system. Dr. Ellen Swanson from the Center for Applied Research and Educational Improvement (CAREI) provided the next segment of training, focusing on the intersection of MTSS and social emotional learning (SEL). The last learning session of the day, presented by Ms. Lumbar Bendson to the counselors, social workers, psychologists, and nurses, focused on suicide awareness and prevention. These essential support staff members received information on youth suicide and the importance of their role in addressing it, identifying risk and protective factors and warning signs around suicide in youth, how to respond appropriately when a student at risk of suicide exhibits warning signs, and how to develop and implement protective factors in an effort to strengthen overall belonging and well being.

The work initiated above will continue on March 4, with Dr. Ellen Swanson from CAREI again joining the support staff to take the next steps in working through the MTSS process around social emotional learning. This work will include how to incorporate what we know and the information the Minnetonka Intervention Inventory provided, and then how to move through to next steps around SEL interventions, including how to enact interventions, how to benchmark progress, and how to be responsive to the needs that are being identified.

Special education teachers who primarily support students in the areas of social and emotional learning spent time digesting the newly refined process of conducting functional behavior assessments (FBAs) and how to write a user-friendly, child-centered positive behavior support plan (PBSP) to ensure students exhibiting behaviors in the school environment are provided with the appropriate tools and adult guidance to be successful.

Itinerant staff, including occupational and physical therapists, developmental and adapted physical education teachers, the deaf/hard of hearing teacher and audiologist, as well as our blind and visually impaired teacher spent the day creating MTSS Tier 1 and 2 guidance, resources and training materials specific to their areas of expertise, which will be utilized to educate the general education classroom teachers as the district continues to move MTSS forward district-wide.

On Monday, March 4, secondary special education teachers and support staff as well as all K-12 facilitators and itinerant services will again work with special education administration, focusing on refining the department's re-evaluation and dismissal procedures, conducting in-depth file reviews to ensure exemplary identification, evaluation, and service of all students, as well as dig deeper into the capabilities of eduClimber and developing data collection and analysis practices to ensure effective progress monitoring.

### **Additional Literacy-Related Professional Learning**

Furthermore, on January 2 a four-hour synchronous webinar on literacy, relationship building, and student engagement strategies was provided for all Minnetonka paraprofessionals, regardless of their roles. Minnetonka partnered with the Lee Pesky Learning Center for this webinar called "What Works in Reading Instruction: Tips for Paraprofessionals." As a learning organization, Minnetonka believes all educators, including paraprofessionals, must have an understanding of how children learn to read and the best ways to approach reading instruction. Understanding how reading works and how to support its development will ensure a literate and successful community. Providing professional learning for paraprofessionals ensures those that support the educators in Phase 1 have shared learning around how reading skills are acquired and explicitly taught.

### **IDENTIFIED NEEDS for 2024-25**

Based on the preliminary School Board's goals, the evolving needs of students, and state legislative requirements, dedicated time for required adult learning continues to be a priority. Should the Board support continuation of full-day professional learning by approving a modification to the 2024-25 school calendar to create job-embedded professional learning days, the focus of the learning will be aligned across sites and will continue to focus on key District goals and priorities, including:

- READ Act literacy requirements, including any state identified literacy learning

- requirements for Phase 2 teachers
- English Language Arts standards, curriculum, and strategies
- MTSS processes and responses, including and not limited to
  - Designing and responding to formative assessments
  - Data literacy
  - Tier 1 evidence-based instructional practices
  - Tier 1 intervention and extension
- Assessment practices and design
- Instructional practices to support a new middle school program model

These learning needs are universal within the teaching role. Additionally, targeted professional learning for non-instructional educators such as school counselors, school psychologists, social workers, therapeutic specialists, and nurses will align to the District goals and priorities.

### **Professional Learning Proposal for 2024-25 School Year**

In the current Board-approved District calendar for the 2024-25 school year, four early release and late starts are identified:

- September 27 Early Release
- November 1 Late Start
- February 14 Early Release
- April 28 Late Start

The calendar committee recommended these dates to evenly distribute disruptions to the school day to each quarter and to make the early releases and late starts family friendly.

Given the intensity of adult learning needs for 2024-25, it is recommended that the Board consider dedicating three days for professional learning. Similar criteria will be used for selecting these days including identifying days that are friendly to families, conducive to adult professional learning, and are conducive to digital learning for secondary students, if necessary. Additionally, frontloading professional learning prior to the start of the year and during the first half of the year creates the potential to have the greatest impact on student learning.

The District is continuing to gather stakeholder feedback on dates that meet these criteria and should be considered as options for full-day job-embedded professional learning. Additionally, should digital learning be used for one or more of these days for secondary students, stakeholders are also providing feedback on which days are best suited for this purpose.

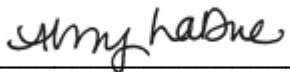
---

**ATTACHMENTS:**


- Appendix A: The Science of Reading
  - Appendix B: Structured Literacy and the Writing Reading Connection
  - Appendix C: Day 1 CORE Reading Academy
  - Appendix D: Day 2 CORE Reading Academy
- 

**RECOMMENDATION/FUTURE DIRECTION:**

This report is submitted for the School Board's information and consideration.

Submitted by:   
Amy LaDue, Assistant Superintendent for Instruction

Submitted by:   
Sara White, Director of Teacher Development

Concurrence:   
David Law, Superintendent

## Appendix A: The Science of Reading

Date and Facilitators	Content Presented	Strategies Modeled and/or Applied
<p>August 22/28 or November 22, 2023</p> <p>(teachers chose one of the above dates)</p> <p>Facilitated by the Minnetonka Teaching and Learning Team</p>	<ul style="list-style-type: none"> <li>● The Science of Reading <ul style="list-style-type: none"> <li>○ What the Science of Reading is and is not</li> </ul> </li> <li>● Brain Research <ul style="list-style-type: none"> <li>○ Reading is not an innate or natural process</li> <li>○ The brain's "letterbox"</li> <li>○ The four part processing model</li> <li>○ How reading and writing are connected in the brain</li> </ul> </li> <li>● Models of Reading <ul style="list-style-type: none"> <li>○ The Simple View of Reading</li> <li>○ Scarborough's Rope</li> </ul> </li> <li>● The "5 Pillars of Literacy" <ul style="list-style-type: none"> <li>○ Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension</li> <li>○ How they are connected to skilled reading (Scarborough's Rope)</li> </ul> </li> <li>● Writing <ul style="list-style-type: none"> <li>○ The graphomotor area of the brain and how it's tied to the language parts of the brain</li> <li>○ The Simple View of Writing</li> </ul> </li> <li>● Data Literacy and Assessment <ul style="list-style-type: none"> <li>○ Using Oral Reading Fluency data to determine the needs of students and make instructional decisions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary Awareness Chart</li> <li>● Mental Model Graphic Organizer (Reading and Analyzing Non-Fiction Chart)</li> <li>● Saturate and Sort + Anchor Chart</li> <li>● Graffiti Write + Gallery Tour</li> <li>● Semantic Feature Analysis</li> <li>● Partner Reading (Fluency Routine)</li> </ul>

## Appendix B: Structured Literacy and the Writing Reading Connection

Date and Facilitators	Content Presented	Strategies Modeled and/or Applied
<p>October 23, 2023</p> <p>Facilitated by the Minnetonka Teaching and Learning Team</p>	<ul style="list-style-type: none"> <li>● Structured Literacy <ul style="list-style-type: none"> <li>○ Learning to read should include explicit instruction of multiple language components including phonology, orthography, morphology, syntax, semantics, and pragmatics</li> <li>○ Define what dyslexia is and is not and explain the role of schools in identifying characteristics of dyslexia</li> </ul> </li> <li>● Data-based decision making <ul style="list-style-type: none"> <li>○ Four Box Sort</li> <li>○ Instructional Responses</li> </ul> </li> <li>● The Writing-Reading Connection <ul style="list-style-type: none"> <li>○ Literacy and language are linked - how components of language connect to Scarborough's Reading Rope</li> <li>○ Simple View of Writing</li> <li>○ The graphomotor area of the brain and how it's tied to the language parts of the brain</li> <li>○ How word recognition automaticity (orthographic mapping) leads to fluent reading and writing</li> <li>○ Analyze student writing to inform my instruction in foundational writing and reading skills</li> <li>○ How phonemic awareness connects to reading and spelling and examples of how to explicitly teach it</li> <li>○ How morphology connects to orthography and examples of how to explicitly teach it</li> </ul> </li> <li>● Instructional Practices to Support Foundational Skills and Language Development in the areas of Phonemic Awareness &amp; Phonics, Morphology &amp; Multisyllabic Word Recognition</li> </ul>	<ul style="list-style-type: none"> <li>● Explicit Vocabulary Teaching Routine</li> <li>● Reciprocal Teaching</li> <li>● Before/During/After Questioning</li> <li>● Choral Reading</li> <li>● Round Table Discussion</li> <li>● Phonemic Awareness Routines (sound boxes)</li> <li>● Phoneme Grapheme Mapping</li> <li>● Attending to Language even during word level fluency practice</li> <li>● Prepping the Brain Before Reading</li> <li>● Multisyllabic Word Decoding Routines</li> <li>● Word Matrices, Sums, and Webs</li> <li>● Four Box Sort Instructional Responses Menu</li> </ul>

## Appendix C: Day 1 CORE Reading Academy

Date and Facilitators	Content Presented	Strategies Modeled and/or Applied
<p>January 2, 2024</p> <p>Facilitated by CORE Learning consultants</p>	<p>CORE's Elementary Reading Academy</p> <p>Offers educators fundamental knowledge in effective standards-aligned and evidence-based reading practices based on the science of reading.</p> <p>Engages participants in the What? Why? When? and How? of Teaching Reading</p> <ul style="list-style-type: none"><li>• Review of the Brain Research; Structured Literacy/Scientifically-Based Instruction; The Simple View of Reading &amp; Scarborough's Rope; and the Essential Components of Reading Instruction</li><li>• The State of Reading</li><li>• Profiles of Reading Difficulty</li><li>• Findings of the National Literacy Panel on Language &amp; Minority Children and Youth</li><li>• Effective Reading Instruction for ELLs "The Structure of Spanish"</li><li>• Syllable Types</li><li>• Phonemes, Onset Rime, and Morphemes: Instructional Strategies; Application and Practicing Routines.</li><li>• Explicit Literacy Instruction: Explicit Lesson Procedures &amp; Effective Instructional Techniques</li><li>• Program Connection: Application of Learning to Instructional Materials</li></ul>	

## Appendix D: Day 2 CORE Reading Academy

Date and Facilitators	Content Planned	Strategies Modeled and/or Applied
<p>March 4, 2024</p> <p>Facilitated by CORE Learning consultants</p>	<ul style="list-style-type: none"> <li>● Phonological Awareness               <ul style="list-style-type: none"> <li>○ Define phonological/phonemic awareness</li> <li>○ Levels of phonological awareness</li> <li>○ Explicit instruction in PA</li> </ul> </li> <li>● Phases of word reading development</li> <li>● Evidence-based best practices for systematic, explicit phonics instruction</li> <li>● Components of SBRR explicit phonics lesson sequence               <ul style="list-style-type: none"> <li>○ Introduction and review of sound-spelling patterns</li> <li>○ Scope &amp; sequence for mastery                   <ul style="list-style-type: none"> <li>■ Cross-linguistic transfer (being clear about the reliability of the research)</li> <li>■ CORE Phonics Survey</li> </ul> </li> <li>○ Blending routines (sound-by-sound, continuous, whole word &amp; spelling focused)</li> <li>○ Irregular words and automatic word reading</li> <li>○ Decodable text routines                   <ul style="list-style-type: none"> <li>■ Intro fluency (accuracy, rate, and prosody)                       <ul style="list-style-type: none"> <li>● Repeated reading et. al</li> </ul> </li> </ul> </li> <li>○ Encoding &amp; word work</li> </ul> </li> <li>● Intro to Multisyllabic Word Reading</li> <li>● Curriculum connections and application to classroom practice</li> </ul>	<p>*Syllable segmentation</p> <p>*Phoneme isolation</p> <p>*Phoneme segmentation</p> <p>*Phoneme blending</p> <p>*Elkonin Boxes</p> <p>*Explicit Phonics Lesson Sequence (all 6 steps modeled)</p> <p>*Syllabication</p> <p>Generalizations</p> <p>*Flexible Syllabication</p> <p>*Strategies on p. 365 of <i>Sourcebook</i></p>

**School Board  
Minnetonka I.S.D. 276  
5621 County Road 101  
Minnetonka, Minnesota**

**Study Session Agenda Item #5**

**Title: Discussion on Facilities Study**

**Date: February 22, 2024**

---

**EXECUTIVE SUMMARY:**

As the School District has grown from 7,737 K-12 in-person students in FY07 to approximately 11,120 K-12 in-person students in FY24, the District has made significant investments in facilities capacity to house the growth in students, provide for programmatic offerings to add students with such spaces as Minnetonka Research, VANTAGE space, MOMENTUM space, additional music rooms at the elementary level, add parking lots and add auto queue stacking facilities for parent drop off and pick up.

Through calendar 2023, these improvements have been paid for utilizing \$89,055,000 in bond issues paid for out of approximately \$2,000,000 in annual Operating Referendum revenue bond payment capacity and approximately \$2,500,000 in annual Lease Levy revenue bond payment capacity, plus \$9,850,000 in excess investment earnings on the OPEB Trust Fund used to help pay for the 100-year-asset VANTAGE MOMENTUM new building.

These investments in facilities will all serve the Minnetonka School District students and community for many decades into the future.

At the same time, because of the rise in interest rates and construction inflation, the District is currently at full utilization of these alternate revenue sources for facilities improvements. Some capacity will be regained at the time that interest rates start dropping and returning to more historically steady levels, but that additional bonding capacity, while helpful, will be incremental.

There are also likely to be further instructional program needs as educational delivery systems continue to evolve over time.

At this point in time, it may be prudent for the School Board to undertake a facilities study to ascertain any areas where needs are materializing, any gaps where facilities may lack spaces that are common features in new school construction, such as auditoriums, large spaces for full-school assemblies, small group instruction, and other such features.

This study would consist of a task force of approximately 25 members representing staff and the local community. The task force would review each building through a series of meetings that would include reviewing information of the history of each facility, the current status of each facility, a discussion of any potential items that would allow the facility to better support instruction into the future, and site tours.

With that knowledge base gathered, the task force would develop a series of recommendations for the School Board to review to determine if any future action is warranted to ensure our facilities can support the evolution of instructional programs for our students for the next 40-50 years.

---

**RECOMMENDATION/FUTURE DIRECTION:**

This information is presented to the School Board for review and consideration to determine if it is appropriate to move forward with a facilities study at this time.

**Submitted by:** Paul Bourgeois  
Paul Bourgeois, Executive Director of Finance & Operations

**Concurrence:** David Law  
David Law, Superintendent

**School Board  
Minnetonka I.S.D. 276  
5621 County Road 101  
Minnetonka, Minnesota**

**Study Session Agenda Item #6**

**Title: Update on Deephaven Auto Queue**

**February 22, 2024**

---

**EXECUTIVE SUMMARY:**

As the School District has grown from 7,737 K-12 in-person students in FY07 to approximately 11,120 K-12 in-person students in FY24, the District has made significant investments in facilities capacity to house the growth in students, add parking lots and add auto queue stacking facilities for parent drop off and pick up.

Through calendar 2023, these improvements have been paid for utilizing \$89,055,000 in bond issues paid for out of approximately \$2,000,000 in annual Operating Referendum revenue bond payment capacity and approximately \$2,500,000 in annual Lease Levy revenue bond payment capacity, plus \$9,850,000 in excess investment earnings on the OPEB Trust Fund used to help pay for the 100-year-asset VANTAGE/MOMENTUM new building.

As part of the infrastructure capacity improvements, the following over-seven-figure projects have been undertaken over the years to increase parking capacity and extend off-street and off-highway auto queue lengths for safer drop-off and pick up-queues:

- Clear Springs Elementary School – purchase of an adjacent residential parcel to the north and demolished the house to add parking, reconfigure and extend auto queue twice to move cars off of Highway 101, and move bus corral entrance off of Covington Road and added alternate striping to enlarged bus corral for evening events
- Deephaven Elementary School – minimal changes - eliminated front entrance to extend auto queue, but it still extends out on to Vine Hill Road and clogs access across adjacent bridge for emergency, fire and police vehicles – proposed second north auto queue loop in November 2010 for summer 2011 construction but was not approved by the City of Deephaven for construction
- Excelsior Elementary School – purchased the Lyman Lumber Company site, demolished it, and created a second auto queue off of George Street and event parking to remove auto queue backups off of Highway 19 and Highway 7
- Groveland Elementary School – purchased adjacent residential parcel to the north, and demolished the house to add parking, and negotiated an agreement to pave and use the adjacent St. Luke Church parking lot for school event parking, and converting the running track into a 1,600-foot auto queue to move all autos off of Minnetonka Boulevard
- Minnewashta Elementary School – purchased two adjacent residential parcels to the west and demolished the houses to expand parking and build an extended drop off and pick up queue to move car stacking off of Smithtown Road
- Scenic Heights Elementary School – Infilled a very deep stormwater pond and moved it underground, and added a large retaining wall along the north side of the property to expand parking and extend auto queue, and then paved a large section of playground

adjacent to the expanded parking to extend the auto queue further onto the site to remove as many cars as possible off of Scenic Heights Drive

- Minnetonka Middle School East - minimal changes – moved parent drop off and pick up to the back side of the cafeteria to extend the auto queue, changed the main driveway to one-way traffic inbound, and rerouted outbound traffic through a part of the basketball courts and through the parking lanes
- Minnetonka Middle School West – added on two times to the south parking lot to add parking, and in summer 2023 (not shown on aerial) moved parent drop off and pick up to the back side of the cafeteria, and reconfigured the bus corral and extended the auto queue around the perimeter of the parking areas to extend it to 2,100 feet to remove cars off of Highway 41
- Minnetonka High School – moved tennis courts to the lower level to gain 159 parking spaces on former tennis court sites, eliminated islands in west parking lot to gain 28 parking spaces, added edges to far west end of the parking lot and reconfigured inbound lane to gain 48 parking spaces, purchased a residential lot to the west and demolished the house to create 21 parking spaces, reconfigured driveway to lower level to create 20 parking spaces, reconfigured Pagel parking lot area to gain 6 spaces, purchased one residential lot to the east and demolished the house, and purchased the back half of another residential lot to the east, to reroute the bus driveway to the east and convert the former bus loop into a 38-space parking lot, extended the retaining wall by the ArtsCenter out to gain 18 parking spaces, added on to the ArtsCenter parking lot to the north to gain 18 parking spaces, added two additions to the lower level lot by Legacy Fields to gain 36 parking spaces
- Minnetonka Community Education Center – expanded south parking lot, west parking lot and north parking lot, and northwest rear driveway to gain additional parking spaces

These projects are being noted in this document to demonstrate that the School Board has had a long-standing position of making incremental improvements to auto queue and parking facilities in the District when opportunities to fund them have become available.

In spring of 2023, Mayor Kent Carlson, Councilmember Tony Jewett, and Police Chief Cory Johnson of the City of Deephaven convened a meeting with Superintendent Law and Paul Bourgeois of the Business Office to discuss options for clearing traffic off Vine Hill Road. At that time, we reviewed the originally-not-approved north side auto loop, and it was received positively.

However, funding was not identified for the proposed project because of commitments of Operating Capital resources to summer 2023 projects already in progress.

At this time, after working through the FY24 Amended Budget and projecting out the FY25-FY29 Operating Capital budgets, there are resources available to fund the payments on a bond issue that would allow for the construction of this project in summer 2024.

The proposed design remains the same as in 2010 – a loop on to the northwest part of the parcel that would allow for a second line of cars to form, consisting of between 56 and 65 cars depending on the size of the vehicles. These cars would drop off and pick up students at the entrance on the north side of the building.

The current auto queue with cars looping through the front parking lot from the south, which holds 45-50 cars, would also continue to function, dropping off and picking up students at the main entrance.

Both auto queues would still exit out the northeast driveway, as all autos do now.

This “dual auto queue” would emulate the existing dual auto queue at Excelsior Elementary School, which has been functioning very successfully for over a decade since the District purchased the Lyman Lumber Company site to create the second auto queue off of George Street.

School staff assigns students to their drop off and pick up door, and it works very, very well. There is every reason to think that the Deephaven Elementary School administrator staff will be able to operate these dual auto queues as successfully as is done at Excelsior Elementary School.

Approximately 110 autos drop off and pick up students each morning at Deephaven Elementary School.

Adding the second auto queue should eliminate the safety hazard of autos blocking the Vine Hill Road bridge over the LTR Bike Trail to emergency, fire and police vehicles and other traffic. The risk of a rear-end collision will be reduced.

The design of the auto queue includes a box culvert under the auto queue to allow students to continue to bike to school in the fall and the spring using the LRT Bike Trail and the connection to the school as they do now. The design also includes a ramp down to the lower level fields which will enhance emergency vehicle access to those fields compared to the current limited access. The ramp is designed to fit the turning radius of the South Lake Fire District fire trucks. It will also serve as a resource for construction access if the District ever decides to add a gymnasium large enough for an all-school assembly to Deephaven Elementary School, as all five other elementary schools have received.

The funding for this project is proposed to be a Certificate of Participation Bond of \$1,525,000 par value, with an estimated interest rate of 4.43% and with payments out of Operating Capital averaging \$130,970 annually.

This information is presented for the School Board’s information and consideration.

---

## **ATTACHMENTS:**


Certificates of Participation Bond Issues For Capacity Infrastructure 2008-Present  
2006 and 2022 Aerial Maps by Site (2013 and 2023 for MMW in Carver County)  
Deeplaven Auto Queue Layout With Autos  
Deeplaven Auto Queue Aerial

---

**RECOMMENDATION/FUTURE DIRECTION:**

This information is presented to the School Board for review and consideration to determine if it is appropriate to move forward with this project for summer 2024.

**Submitted by:**   
Paul Bourgeois, Executive Director of Finance & Operations

**Concurrence:**   
David Law, Superintendent

**Minnetonka Independent School District 276**  
**Certificates Of Participation Bond Issues For Capacity Infrastructure 2008-Present**  
**Original Issue Amount**  
**As of June 30, 2024**

<b>COP Bond</b>	<b>Main Project</b>	<b>Original Amount</b>
2008C	Minnewashta & Scenic Heights Classrooms	\$ 3,600,000
2008F	Aquatics Center Pool Addition	\$ 2,750,000
2008G	Community Education Addition	\$ 2,545,000
2008H	Minnewashta Parking	\$ 1,685,000
2009B	Elementary Classrooms	\$ 3,830,000
2009D	Veterans Baseball Field & Legacy Fields Softball Complex	\$ 3,145,000
2009E	Elementary Classrooms & Minnewashta Gymnasium	\$ 5,350,000
2010B	MHS Student Union and 14 High School Classrooms	\$ 6,500,000
2010E	Secure Entries Additions Refunding Wells Fargo Leases	\$ 3,290,000
2011A	Clear Springs & Groveland Classrooms	\$ 2,365,000
2011B	Clear Springs & Excelsior Parking	\$ 1,700,000
2012A	Middle School Classrooms & Groveland Media Center	\$ 3,425,000
2013A	Excelsior Kitchen & Multipurpose Room	\$ 2,400,000
2013C	Pagel Activity Center	\$ 2,970,000
2013D	Scenic Heights Classrooms	\$ 1,200,000
2014B	All Day K and Music Additions at 6 Elementary Schools	\$ 1,700,000
2014C	All Day K and Music Additions at 6 Elementary Schools	\$ 4,700,000
2016F	Minnetonka Research and High School Science Labs	\$ 4,510,000
2016G	High School Parking	\$ 1,000,000
2016N	Groveland Parking	\$ 1,190,000
2016O	Highway 7 Education Center	\$ 1,585,000
2017A	Groveland Gymnasium & Classroom	\$ 3,000,000
2018A	Clear Springs-Scenic Heights Gymnasiums & Spec Rooms	\$ 1,900,000
2018C	Clear Springs-Scenic Heights Gymnasiums & Spec Rooms	\$ 4,800,000
2020D	5735 Highway 101 Site Purchase, Demolition & Site Prep	\$ 1,250,000
2021C	Shorewood Professional Building - SAIL Program	\$ 2,200,000
2021D	Momentum Skilled Trades Addition to Pagel Center	\$ 1,250,000
2021E	Momentum Skilled Trades Addition to Pagel Center	\$ 2,750,000
2022A	VANTAGE MOMENTUM Building	\$ 7,000,000
2023A	EXC, SCH, MME, MMW Classrooms - MMW Parking	\$ 1,850,000
2024A	MOMENTUM Tonka Flight School-Tonka Drone Academy	\$ 1,765,000
<b>Total COPs</b>		<b>\$ 89,205,000</b>
<b>OPEB Excess Assets</b>	<b>VANTAGE MOMENTUM Building</b>	<b>\$ 9,850,000</b>
<b>Total All Sources</b>		<b>\$ 99,055,000</b>

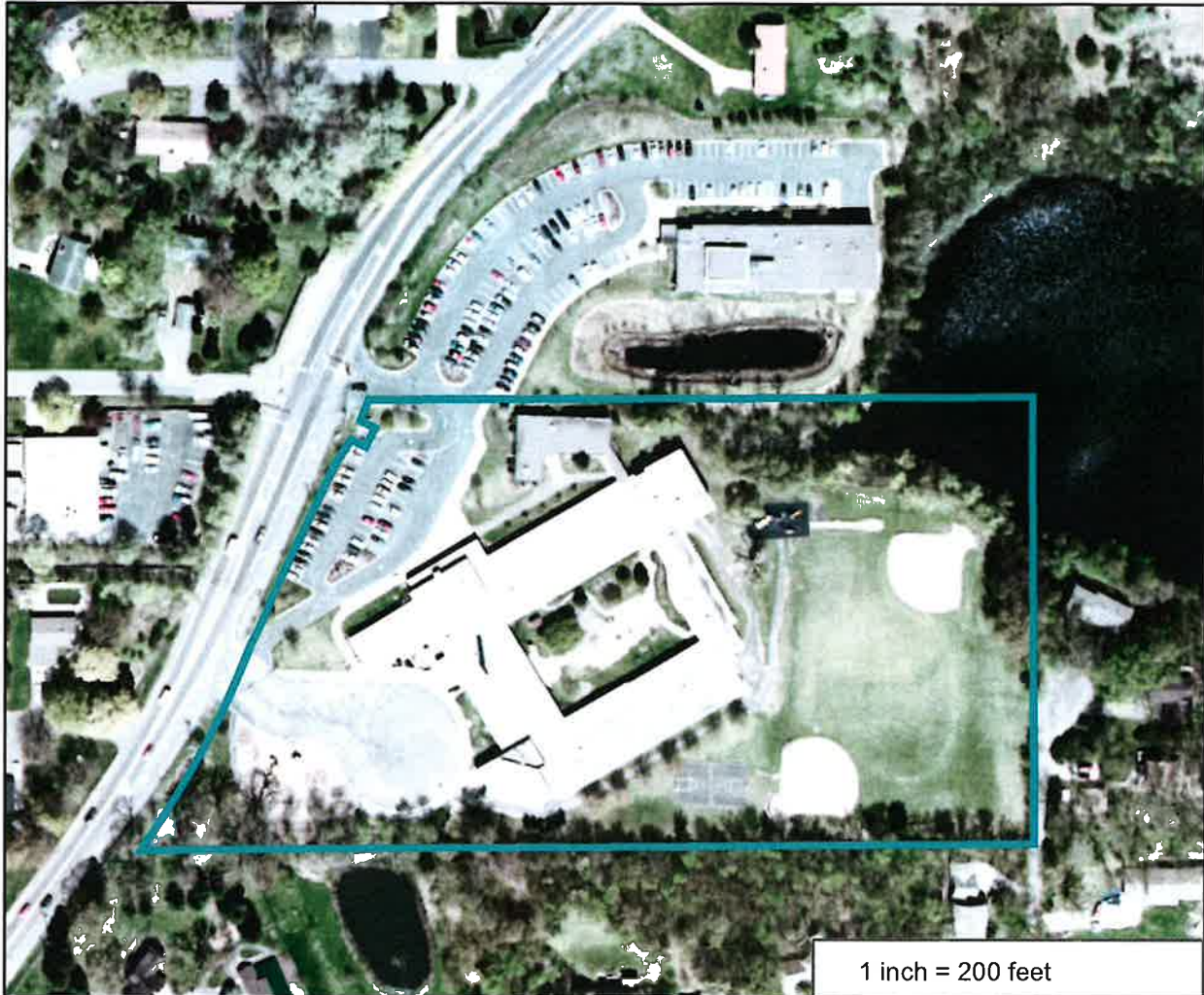
<b>Lease Levy Instructional Spaces</b>	<b>\$ 45,770,000</b>
<b>Operating Capital</b>	<b>\$ 40,290,000</b>
<b>Fees and Rentals</b>	<b>\$ 3,145,000</b>
<b>OPEB Revocable Trust Fund Excess Assets</b>	<b>\$ 9,850,000</b>



# Hennepin County Property Map

2006

Date: 2/11/2024



PARCEL ID: 3111722130003

OWNER NAME: Ind Sch Dist 276

PARCEL ADDRESS: 5701 Co Rd No 101, Minnetonka MN 55345

PARCEL AREA: 9.09 acres, 396,093 sq ft

A-T-B: Torrens

SALE PRICE:

SALE DATE:

SALE CODE:

ASSESSED 2022, PAYABLE 2023

PROPERTY TYPE: Commercial-Preferred

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

TAX TOTAL: \$0.00

ASSESSED 2023, PAYABLE 2024

PROPERTY TYPE: Commercial

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

## Comments:

This data (i) is furnished 'AS IS' with no representation as to completeness or accuracy; (ii) is furnished with no warranty of any kind; and (iii) is not suitable for legal, engineering or surveying purposes. Hennepin County shall not be liable for any damage, injury or loss resulting from this data.

COPYRIGHT © HENNEPIN  
COUNTY 2024



# Hennepin County Property Map

2022

Date: 2/11/2024



PARCEL ID: 3111722130003

OWNER NAME: Ind Sch Dist 276

PARCEL ADDRESS: 5701 Co Rd No 101, Minnetonka MN 55345

PARCEL AREA: 9.09 acres, 396,093 sq ft

A-T-B: Torrens

SALE PRICE:

SALE DATE:

SALE CODE:

ASSESSED 2022, PAYABLE 2023

PROPERTY TYPE: Commercial-Preferred

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

TAX TOTAL: \$0.00

ASSESSED 2023, PAYABLE 2024

PROPERTY TYPE: Commercial

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

## Comments:

This data (i) is furnished 'AS IS' with no representation as to completeness or accuracy; (ii) is furnished with no warranty of any kind; and (iii) is not suitable for legal, engineering or surveying purposes. Hennepin County shall not be liable for any damage, injury or loss resulting from this data.

COPYRIGHT © HENNEPIN  
COUNTY 2024



PARCEL ID: 2411723440002

OWNER NAME: Ind Sch Dist 276

PARCEL ADDRESS: 4452 Vine Hill Rd,Deephaven MN 55391

PARCEL AREA: 8.8 acres, 383,541 sq ft

A-T-B: Torrens

SALE PRICE:

SALE DATE:

SALE CODE:

ASSESSED 2022, PAYABLE 2023

PROPERTY TYPE: Commercial-Preferred

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

TAX TOTAL: \$0.00

ASSESSED 2023, PAYABLE 2024

PROPERTY TYPE: Commercial

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

## Comments:

This data (i) is furnished 'AS IS' with no representation as to completeness or accuracy; (ii) is furnished with no warranty of any kind; and (iii) is not suitable for legal, engineering or surveying purposes. Hennepin County shall not be liable for any damage, injury or loss resulting from this data.

COPYRIGHT © HENNEPIN  
COUNTY 2024



# Hennepin County Property Map

2022

Date: 2/11/2024



PARCEL ID: 2411723440002

OWNER NAME: Ind Sch Dist 276

PARCEL ADDRESS: 4452 Vine Hill Rd, Deephaven MN 55391

PARCEL AREA: 8.8 acres, 383,541 sq ft

A-T-B: Torrens

SALE PRICE:

SALE DATE:

SALE CODE:

ASSESSED 2022, PAYABLE 2023

PROPERTY TYPE: Commercial-Preferred

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

TAX TOTAL: \$0.00

ASSESSED 2023, PAYABLE 2024

PROPERTY TYPE: Commercial

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

## Comments:

This data (i) is furnished 'AS IS' with no representation as to completeness or accuracy; (ii) is furnished with no warranty of any kind; and (iii) is not suitable for legal, engineering or surveying purposes. Hennepin County shall not be liable for any damage, injury or loss resulting from this data.

COPYRIGHT © HENNEPIN  
COUNTY 2024



# Hennepin County Property Map

2006

Date: 2/11/2024



PARCEL ID: 3411723140032

OWNER NAME: Sch Dist 276

PARCEL ADDRESS: 495 Oak St, Excelsior MN 55331

PARCEL AREA: 7.69 acres, 334,923 sq ft

A-T-B: Both

SALE PRICE:

SALE DATE:

SALE CODE:

ASSESSED 2022, PAYABLE 2023

PROPERTY TYPE: Commercial-Preferred

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

TAX TOTAL: \$0.00

ASSESSED 2023, PAYABLE 2024

PROPERTY TYPE: Commercial

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

## Comments:

This data (i) is furnished 'AS IS' with no representation as to completeness or accuracy; (ii) is furnished with no warranty of any kind; and (iii) is not suitable for legal, engineering or surveying purposes. Hennepin County shall not be liable for any damage, injury or loss resulting from this data.

COPYRIGHT © HENNEPIN  
COUNTY 2024



# Hennepin County Property Map

2022

Date: 2/11/2024



PARCEL ID: 3411723140032

OWNER NAME: Sch Dist 276

PARCEL ADDRESS: 495 Oak St, Excelsior MN 55331

PARCEL AREA: 7.69 acres, 334,923 sq ft

A-T-B: Both

SALE PRICE:

SALE DATE:

SALE CODE:

ASSESSED 2022, PAYABLE 2023

PROPERTY TYPE: Commercial-Preferred

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

TAX TOTAL: \$0.00

ASSESSED 2023, PAYABLE 2024

PROPERTY TYPE: Commercial

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

## Comments:

This data (i) is furnished 'AS IS' with no representation as to completeness or accuracy; (ii) is furnished with no warranty of any kind; and (iii) is not suitable for legal, engineering or surveying purposes. Hennepin County shall not be liable for any damage, injury or loss resulting from this data.

COPYRIGHT © HENNEPIN  
COUNTY 2024



# Hennepin County Property Map

2006

Date: 2/11/2024



PARCEL ID: 1711722230055

OWNER NAME: School Dist No 276

PARCEL ADDRESS: 17310 Minnetonka Blvd,  
Minnetonka MN 55345

PARCEL AREA: 9.58 acres, 417,250 sq ft

A-T-B: Abstract

SALE PRICE:

SALE DATE:

SALE CODE:

ASSESSED 2022, PAYABLE 2023  
PROPERTY TYPE: Commercial-Preferred  
HOMESTEAD: Non-Homestead  
MARKET VALUE: \$0  
TAX TOTAL: \$0.00

ASSESSED 2023, PAYABLE 2024  
PROPERTY TYPE: Commercial  
HOMESTEAD: Non-Homestead  
MARKET VALUE: \$0

## Comments:

This data (i) is furnished 'AS IS' with no representation as to completeness or accuracy; (ii) is furnished with no warranty of any kind; and (iii) is not suitable for legal, engineering or surveying purposes. Hennepin County shall not be liable for any damage, injury or loss resulting from this data.

COPYRIGHT © HENNEPIN  
COUNTY 2024



# Hennepin County Property Map

2022

Date: 2/11/2024



PARCEL ID: 1711722230055

OWNER NAME: School Dist No 276

PARCEL ADDRESS: 17310 Minnetonka Blvd,  
Minnetonka MN 55345

PARCEL AREA: 9.58 acres, 417,250 sq ft

A-T-B: Abstract

SALE PRICE:

SALE DATE:

SALE CODE:

ASSESSED 2022, PAYABLE 2023

PROPERTY TYPE: Commercial-Preferred

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

TAX TOTAL: \$0.00

ASSESSED 2023, PAYABLE 2024

PROPERTY TYPE: Commercial

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

## Comments:

This data (i) is furnished 'AS IS' with no representation as to completeness or accuracy; (ii) is furnished with no warranty of any kind; and (iii) is not suitable for legal, engineering or surveying purposes. Hennepin County shall not be liable for any damage, injury or loss resulting from this data.

COPYRIGHT © HENNEPIN  
COUNTY 2024



# Hennepin County Property Map

2006

Date: 2/11/2024



PARCEL ID: 3211723240013

OWNER NAME: School Dist No 276

PARCEL ADDRESS: 26350 Smithtown Rd, Shorewood MN 55331

PARCEL AREA: 15.71 acres, 684,281 sq ft

A-T-B: Both

SALE PRICE:

SALE DATE:

SALE CODE:

ASSESSED 2022, PAYABLE 2023

PROPERTY TYPE: Commercial-Preferred

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

TAX TOTAL: \$0.00

ASSESSED 2023, PAYABLE 2024

PROPERTY TYPE: Commercial

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

## Comments:

This data (i) is furnished 'AS IS' with no representation as to completeness or accuracy; (ii) is furnished with no warranty of any kind; and (iii) is not suitable for legal, engineering or surveying purposes. Hennepin County shall not be liable for any damage, injury or loss resulting from this data.

COPYRIGHT © HENNEPIN  
COUNTY 2024



# Hennepin County Property Map

2022

Date: 2/11/2024



PARCEL ID: 3211723240013

OWNER NAME: School Dist No 276

PARCEL ADDRESS: 26350 Smithtown Rd, Shorewood MN 55331

PARCEL AREA: 15.71 acres, 684,281 sq ft

A-T-B: Both

SALE PRICE:

SALE DATE:

SALE CODE:

ASSESSED 2022, PAYABLE 2023

PROPERTY TYPE: Commercial-Preferred

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

TAX TOTAL: \$0.00

ASSESSED 2023, PAYABLE 2024

PROPERTY TYPE: Commercial

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

## Comments:

This data (i) is furnished 'AS IS' with no representation as to completeness or accuracy; (ii) is furnished with no warranty of any kind; and (iii) is not suitable for legal, engineering or surveying purposes. Hennepin County shall not be liable for any damage, injury or loss resulting from this data.

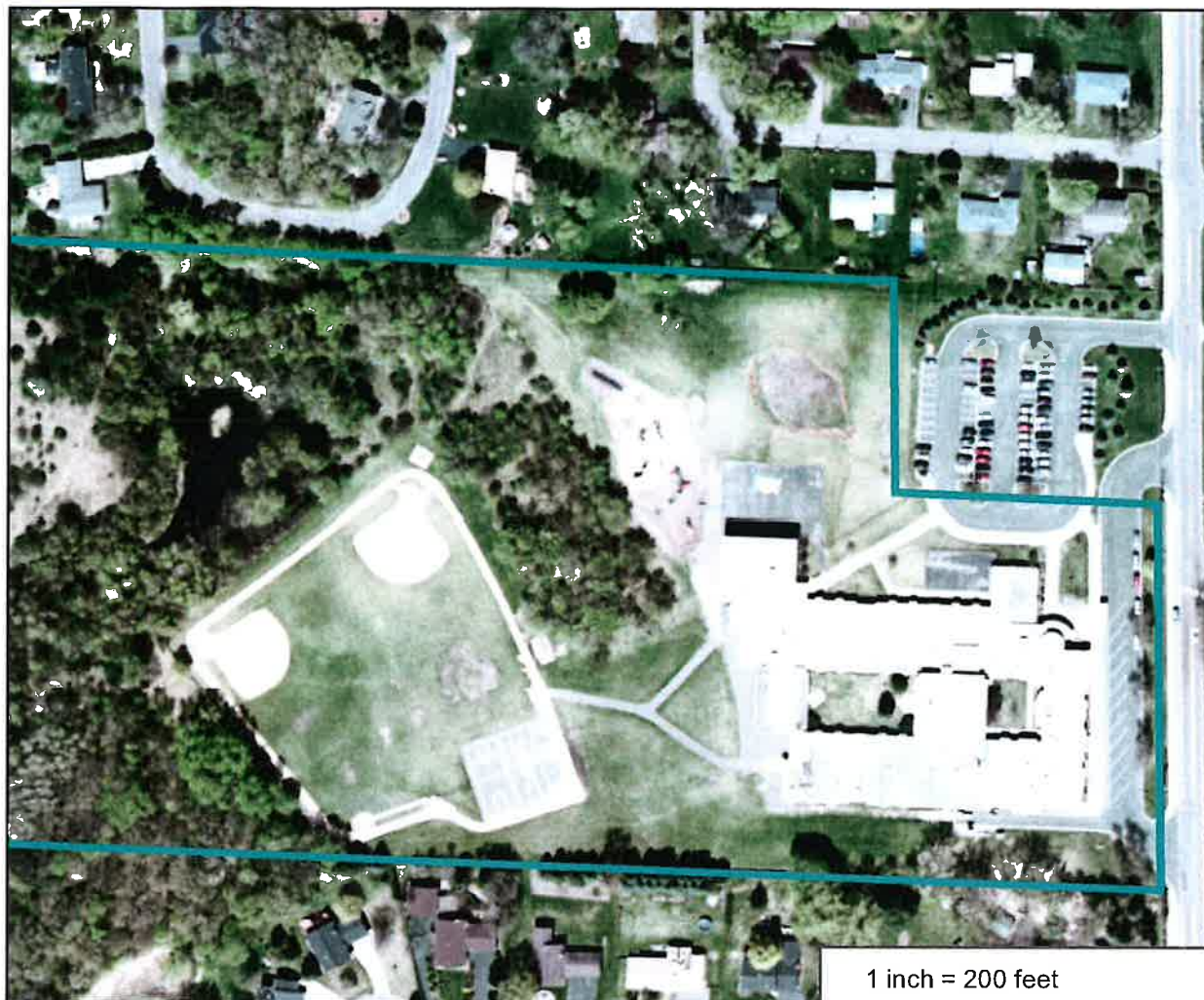
COPYRIGHT © HENNEPIN  
COUNTY 2024



# Hennepin County Property Map

2006

Date: 2/11/2024



PARCEL ID: 3211722240002

OWNER NAME: Mtka Ind School Dist No 276

PARCEL ADDRESS: 5650 Scenic Heights Dr,  
Minnetonka MN 55345

PARCEL AREA: 17.52 acres, 763,303 sq ft

A-T-B: Abstract

SALE PRICE:

SALE DATE:

SALE CODE:

ASSESSED 2022, PAYABLE 2023

PROPERTY TYPE: Commercial-Preferred

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

TAX TOTAL: \$0.00

ASSESSED 2023, PAYABLE 2024

PROPERTY TYPE: Commercial

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

## Comments:

This data (i) is furnished 'AS IS' with no representation as to completeness or accuracy; (ii) is furnished with no warranty of any kind; and (iii) is not suitable for legal, engineering or surveying purposes. Hennepin County shall not be liable for any damage, injury or loss resulting from this data.

COPYRIGHT © HENNEPIN  
COUNTY 2024



# Hennepin County Property Map

2022

Date: 2/11/2024



PARCEL ID: 3211722240002

OWNER NAME: Mtk Ind School Dist No 276

PARCEL ADDRESS: 5650 Scenic Heights Dr,  
Minnetonka MN 55345

PARCEL AREA: 17.52 acres, 763,303 sq ft

A-T-B: Abstract

SALE PRICE:

SALE DATE:

SALE CODE:

ASSESSED 2022, PAYABLE 2023

PROPERTY TYPE: Commercial-Preferred

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

TAX TOTAL: \$0.00

ASSESSED 2023, PAYABLE 2024

PROPERTY TYPE: Commercial

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

## Comments:

This data (i) is furnished 'AS IS' with no representation as to completeness or accuracy; (ii) is furnished with no warranty of any kind; and (iii) is not suitable for legal, engineering or surveying purposes. Hennepin County shall not be liable for any damage, injury or loss resulting from this data.

COPYRIGHT © HENNEPIN  
COUNTY 2024

2006



# Hennepin County Property Map

Date: 2/11/2024



PARCEL ID: 2011722240015

OWNER NAME: Mtka School Dist No 276

PARCEL ADDRESS: 17000 Lake St Extension,  
Minnetonka MN 55345

PARCEL AREA: 23.43 acres, 1,020,456 sq ft

A-T-B: Abstract

SALE PRICE:

SALE DATE:

SALE CODE:

ASSESSED 2022, PAYABLE 2023

PROPERTY TYPE: Commercial-Preferred

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

TAX TOTAL: \$0.00

ASSESSED 2023, PAYABLE 2024

PROPERTY TYPE: Commercial

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

## Comments:

This data (i) is furnished 'AS IS' with no representation as to completeness or accuracy; (ii) is furnished with no warranty of any kind; and (iii) is not suitable for legal, engineering or surveying purposes. Hennepin County shall not be liable for any damage, injury or loss resulting from this data.

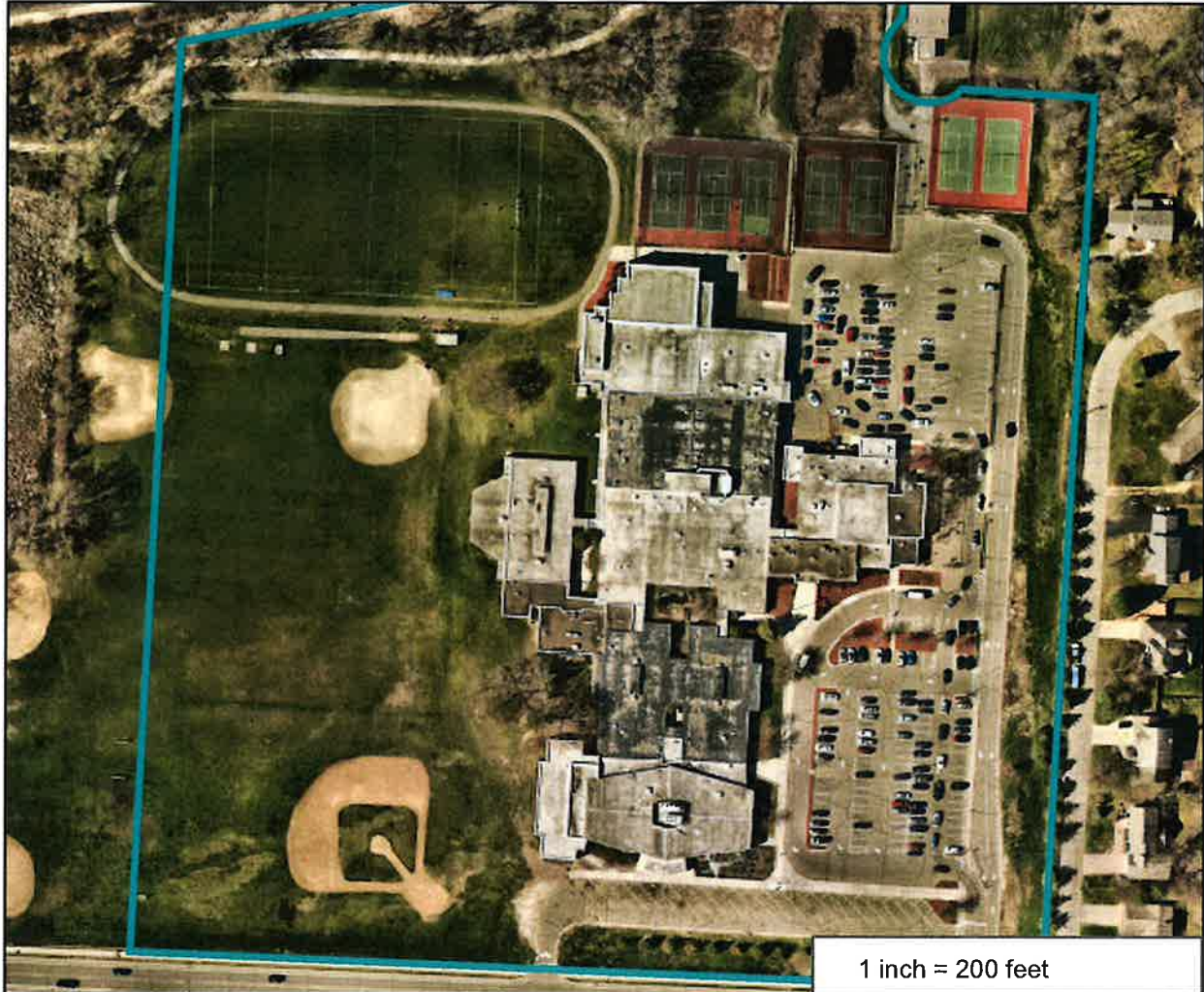
COPYRIGHT © HENNEPIN  
COUNTY 2024



# Hennepin County Property Map

2022

Date: 2/11/2024



PARCEL ID: 2011722240015

OWNER NAME: Mtka School Dist No 276

PARCEL ADDRESS: 17000 Lake St Extension,  
Minnetonka MN 55345

PARCEL AREA: 23.43 acres, 1,020,456 sq ft

A-T-B: Abstract

SALE PRICE:

SALE DATE:

SALE CODE:

ASSESSED 2022, PAYABLE 2023

PROPERTY TYPE: Commercial-Preferred

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

TAX TOTAL: \$0.00

ASSESSED 2023, PAYABLE 2024

PROPERTY TYPE: Commercial

HOMESTEAD: Non-Homestead

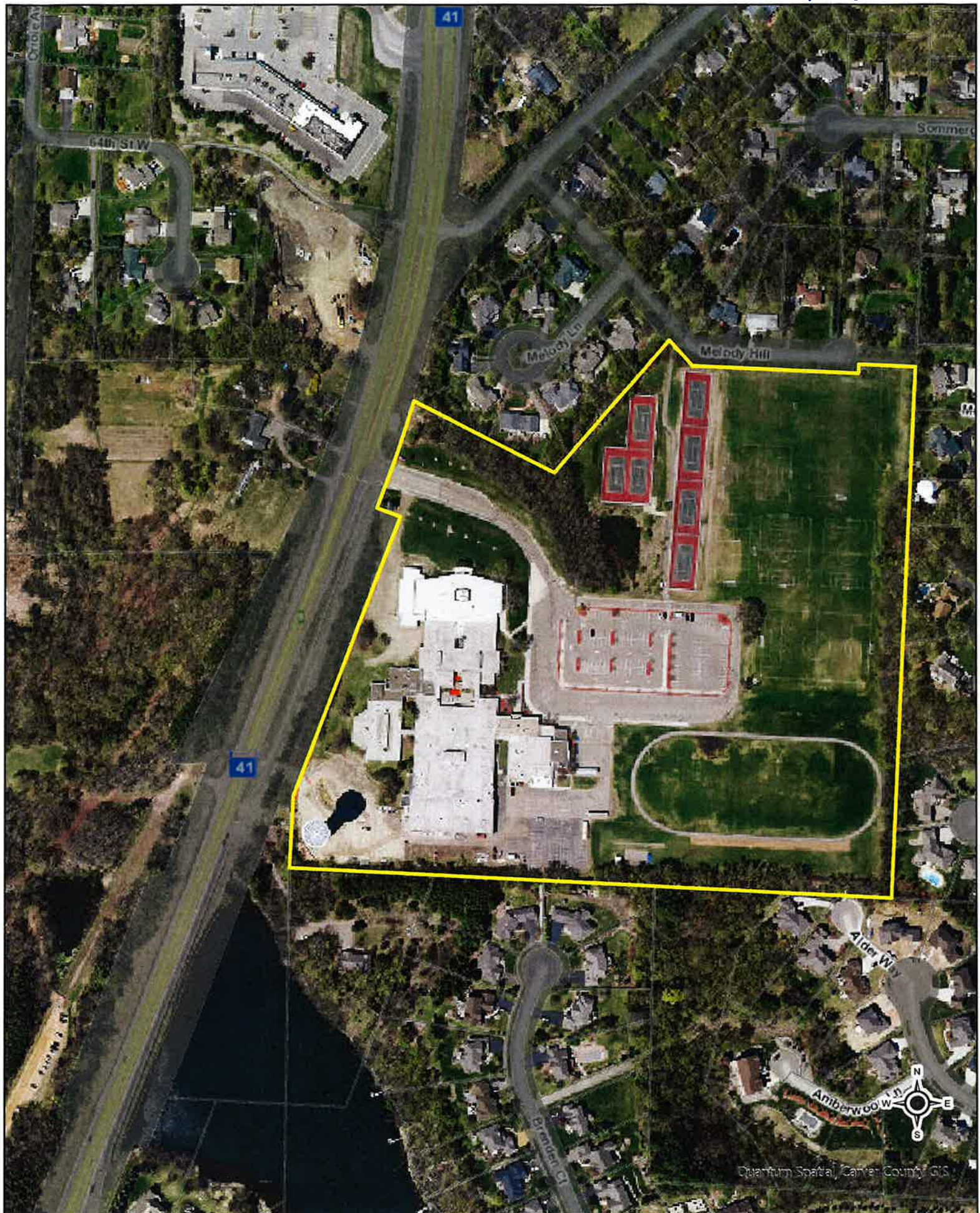
MARKET VALUE: \$0

## Comments:

This data (i) is furnished 'AS IS' with no representation as to completeness or accuracy; (ii) is furnished with no warranty of any kind; and (iii) is not suitable for legal, engineering or surveying purposes. Hennepin County shall not be liable for any damage, injury or loss resulting from this data.

COPYRIGHT © HENNEPIN  
COUNTY 2024

2013



This map was created using Carver County's Geographic Information Systems (GIS), it is a compilation of information and data from various City, County, State, and Federal offices. This map is not a surveyed or legally recorded map and is intended to be used as a reference. Carver County is not responsible for any inaccuracies contained herein.

2013

Map Date: 2/11/2024

2023



This map was created using Carver County's Geographic Information Systems (GIS), it is a compilation of information and data from various City, County, State, and Federal offices. This map is not a surveyed or legally recorded map and is intended to be used as a reference. Carver County is not responsible for any inaccuracies contained herein.

2023

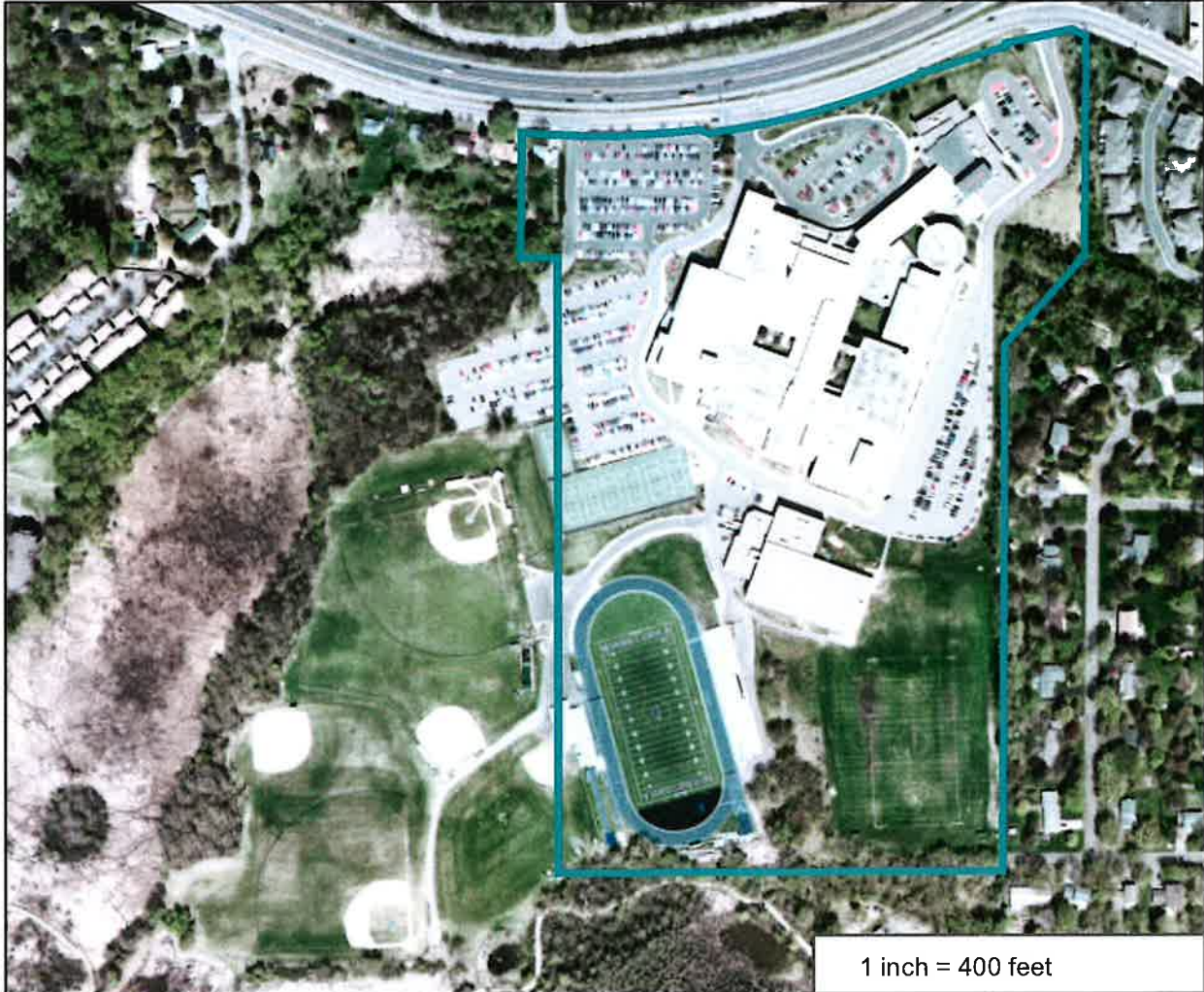
Map Date: 2/11/2024

2006



# Hennepin County Property Map

Date: 2/11/2024



PARCEL ID: 3011722430023

OWNER NAME: Minnetonka School Dist #276

PARCEL ADDRESS: 18301 State Hwy No 7,  
Minnetonka MN 55345

PARCEL AREA: 38.64 acres, 1,683,102 sq ft

A-T-B: Both

SALE PRICE:

SALE DATE:

SALE CODE:

ASSESSED 2022, PAYABLE 2023  
PROPERTY TYPE: Commercial-Preferred  
HOMESTEAD: Non-Homestead  
MARKET VALUE: \$0  
TAX TOTAL: \$0.00

ASSESSED 2023, PAYABLE 2024  
PROPERTY TYPE: Commercial  
HOMESTEAD: Non-Homestead  
MARKET VALUE: \$0

## Comments:

This data (i) is furnished 'AS IS' with no representation as to completeness or accuracy; (ii) is furnished with no warranty of any kind; and (iii) is not suitable for legal, engineering or surveying purposes. Hennepin County shall not be liable for any damage, injury or loss resulting from this data.

COPYRIGHT © HENNEPIN  
COUNTY 2024

2022



# Hennepin County Property Map

Date: 2/11/2024



PARCEL ID: 3011722430023

OWNER NAME: Minnetonka School Dist #276

PARCEL ADDRESS: 18301 State Hwy No 7,  
Minnetonka MN 55345

PARCEL AREA: 38.64 acres, 1,683,102 sq ft

A-T-B: Both

SALE PRICE:

SALE DATE:

SALE CODE:

ASSESSED 2022, PAYABLE 2023

PROPERTY TYPE: Commercial-Preferred

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

TAX TOTAL: \$0.00

ASSESSED 2023, PAYABLE 2024

PROPERTY TYPE: Commercial

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

## Comments:

This data (i) is furnished 'AS IS' with no representation as to completeness or accuracy; (ii) is furnished with no warranty of any kind; and (iii) is not suitable for legal, engineering or surveying purposes. Hennepin County shall not be liable for any damage, injury or loss resulting from this data.

COPYRIGHT © HENNEPIN  
COUNTY 2024



# Hennepin County Property Map

2006

Date: 2/11/2024



PARCEL ID: 2411723440005

OWNER NAME: Sch Dist 276

PARCEL ADDRESS: 4584 Vine Hill Rd, Deephaven MN 55331

PARCEL AREA: 2.09 acres, 90,856 sq ft

A-T-B: Torrens

SALE PRICE:

SALE DATE:

SALE CODE:

ASSESSED 2022, PAYABLE 2023

PROPERTY TYPE: Commercial-Preferred

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

TAX TOTAL: \$0.00

ASSESSED 2023, PAYABLE 2024

PROPERTY TYPE: Commercial

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

## Comments:

This data (i) is furnished 'AS IS' with no representation as to completeness or accuracy; (ii) is furnished with no warranty of any kind; and (iii) is not suitable for legal, engineering or surveying purposes. Hennepin County shall not be liable for any damage, injury or loss resulting from this data.

COPYRIGHT © HENNEPIN  
COUNTY 2024



# Hennepin County Property Map

Date: 2/11/2024



PARCEL ID: 2411723440005

OWNER NAME: Sch Dist 276

PARCEL ADDRESS: 4584 Vine Hill Rd, Deephaven MN 55331

PARCEL AREA: 2.09 acres, 90,856 sq ft

A-T-B: Torrens

SALE PRICE:

SALE DATE:

SALE CODE:

ASSESSED 2022, PAYABLE 2023

PROPERTY TYPE: Commercial-Preferred

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

TAX TOTAL: \$0.00

ASSESSED 2023, PAYABLE 2024

PROPERTY TYPE: Commercial

HOMESTEAD: Non-Homestead

MARKET VALUE: \$0

## Comments:

This data (i) is furnished 'AS IS' with no representation as to completeness or accuracy; (ii) is furnished with no warranty of any kind; and (iii) is not suitable for legal, engineering or surveying purposes. Hennepin County shall not be liable for any damage, injury or loss resulting from this data.

COPYRIGHT © HENNEPIN  
COUNTY 2024

Signature: \_\_\_\_\_

THIS LINE SCALES 1" ON FULL SIZE SHEETS

4452 VINE HILL ROAD  
DEEHPHAVEN, MINNESOTA

---

Sheet content:

**CAR STACKING PLAN**

A1



# Deephaven E.S - Proposed Roundabout Drive

Legend

Minnetonka Blvd

Minnetonka Blvd

Vine Hill Rd



Deephaven Elementary School



Google Earth

Image © 2024 Airbus



300 ft

**School Board  
Minnetonka I.S.D. #276  
5621 County Road 101  
Minnetonka, Minnesota**

**Study Session Agenda Item #7**

**Title: Further Review of Policy #626:  
Secondary Grading and Reporting Pupil Achievement      February 22, 2024**

---

**EXECUTIVE SUMMARY:**

Minnetonka District Policy 626: Secondary Grading and Reporting Pupil Achievement, was created to “*establish effective grading and reporting practices that reflect a student's academic achievement of the course standards.*” One of the topics covered in this policy is “Grade Weighting” defined in policy as: “*the assignment of a greater value to the letter grade's numeric point value to reward a student for completing the Advanced Placement (AP) and/or International Baccalaureate (IB) course(s) and taking the national/international AP and IB assessments in the spring.*” This policy was modified and adopted in June of 2016 and included the following criteria for weighted grading:

*“International Baccalaureate (IB) and Advanced Placement (AP) courses use different, weighted scales to differentiate between IB/AP and regular courses. All Advanced Placement and International Baccalaureate courses shall be weighted +1.0 if the student earns a C- or higher, the courses have been determined to meet the standards of rigor established by the District, and the student successfully achieves a “3” or higher for Advanced Placement courses or a “4” on an International Baccalaureate assessment. For courses that are beyond the rigor of AP and IB, students must earn a C- or higher in the course and achieve a C- or higher on the end-of course exam to receive grade-weight status.”*

At the time this policy was created, this criteria was selected with the belief that students would be more engaged in their coursework because they were expected to perform well on the AP or IB assessment. Since the policy was implemented, the majority of students enrolled in these courses have earned a weighted grade. There are concerns that some students choose not to take these rigorous courses because they are required to perform well on the AP or IB assessment in addition to strong class performance in order to earn the weighted grade, and more students might participate if they had the option to meet either criteria instead of both.

After a first discussion at the November study session, the district conducted a survey of teachers, counselors, parents and students about this policy. A summary of those survey results was presented at the Board's Study Session in January. The changes included in this packet were presented at the February Board meeting along with some informal input from our teachers. The Board tabled the approval of this item with the intent to gather additional information for a discussion at the Study Session tonight. That information, the impact of this change on select classes, will be shared tonight.

---

**ATTACHMENTS:**

- Policy 626: Secondary Grading and Reporting Pupil Achievement (edited copy and clean copy)
  - AP & IB Grades and Exam Scores Study
  - AP & IB Grades: Expanded Study 2/9/24
- 

**RECOMMENDATION/FUTURE DIRECTION:**

That the School Board approve the recommended policy changes at the Regular Board meeting on March 7, 2024.

**Submitted by:**

  
Anjie Flowers, General Counsel & Exec. Dir. of Human Resources

**Concurrence:**

  
David Law, Superintendent

## MINNETONKA PUBLIC SCHOOLS

---

### **POLICY #626: SECONDARY GRADING AND REPORTING PUPIL ACHIEVEMENT**

*(effective with the 2016-17 academic year)*

---

#### **I. PURPOSE**

The purpose of this policy is to establish effective grading and reporting practices that reflect a student's academic achievement of the course standards for grades 6-12.

#### **II. GENERAL STATEMENT OF POLICY**

Minnetonka Public Schools' grading and reporting system shall provide students, parents, teachers, and the community with a framework for accurately reporting student achievement. It is the District's responsibility to the community that all school members will work to challenge and support all students in the pursuit of their highest levels of academic and personal achievement. Therefore, the District, in order to stimulate achievement as measured by its extraordinary expectations, will establish a clear and accurate system of grading and reporting academic achievement.

As well, such a system can serve as an open communication link between the school, home, and the community in and outside of Minnetonka. It will provide all parties with awareness of their student's work and an understanding of how the grade reflects their student's achievement. Students and parents will be able to use this data for future course selection and post-secondary plans. In order to provide several formats to receive this vital information, the reporting system will be multi-faceted.

When the student graduates from Minnetonka Schools, the summary of these grades, the academic transcript, will provide a permanent and accurate accounting of the student's achievement. Employers and post-secondary institutions will be able to count on the accuracy of this historic document.

The Minnetonka Public Schools is committed to support a system of guiding principles that will be used to arrive at a clear and accurate grading and reporting policy and procedures. In order to realize these goals, the grading and reporting system must:

- Reflect academic achievement.
- Contain meaningful feedback.
- Be honest, fair, transparent, credible, useful and user friendly.
- Be criterion referenced.
- Align with the Minnetonka Public Schools curriculum.

- Reflect consistency within and among courses, grade levels, departments, and/or schools.
- Communicate information to parties in a clear and timely manner.
- Reflect high expectations of all students across all courses and programs.
- Be developmentally appropriate for all students.

### III. DEFINITIONS

**Accommodation:** a change that does not alter the rigor of the standard. Examples include large print materials, extended testing time, and small group administration.

**Assessments:** multiple tools used to gather information about the student's performance on the standards taught.

**Benchmark:** a clear, specific description of knowledge or skills the student should acquire by a particular point in the student's schooling.

**Cumulative Grade Point Average (GPA):** the student's numerical average for all courses taken. It is computed by adding the total number of the letter grades' point values and dividing it by the number of credits completed.

**Curriculum:** a written plan including standards, benchmarks, essential questions, an assessment plan, instructional resources and strategies, and time allocations for emphasis and pacing for the content to be taught.

**Formative Assessments (Academic Practice):** work conducted when a student is still learning the material. It is an assessment that is designed to provide direction for both students and teachers. For the students, the adjustment may mean reviewing, additional practice, or confirmation that they are ready to move forward. For the teachers, it may mean changing instructional strategies, providing additional practice, or being ready to move forward. (e.g. teacher observation, quizzes, homework, rough drafts, peer editing, or notebook checks).

**Grade (to):** the act of evaluating the student's academic work based on a set criteria and the assignment of a grade to it.

**Grade (the):** a number or letter indicating a student's level of achievement relative to the grading scale.

**Grade Weighting:** the assignment of a greater value to the letter grade's numeric point value to reward a student for completing the Advanced Placement (AP) and/or International Baccalaureate (IB) course(s) and taking the national/international AP and IB assessments in the spring.

**Grading Scale:** a description for what each letter grade represents relative to the percentage of the student's mastery of subject goals.

**Grading Syllabus:** a document given to student and parents at the start of each course outlining the grading criteria and procedures for the course.

**Homework:** includes learning tasks, assigned to students by teachers that are meant to be carried out. Students may also complete during non-class hours, most often at home. Homework may be formative or summative in nature depending on the intent of it.

**Instruction:** a teacher-led process, which transforms well-planned curriculum into student learning. Instruction is standards-focused teaching for the purpose of providing meaningful learning experiences that enable all students to master academic content and achieve personal goals.

**Modification:** a substantive change that alters the standard or the rigor of the standard.

**Reporting:** the communicating of a student's achievement to the student and parents and, in turn, this information may be shared with employers and post secondary institutions.

**Standard:** a statement of what the student will be able to know, understand and do.

**Summative Assessments (Academic Achievement):** work conducted when a student has had adequate instruction and practice to be responsible for the material. It is designed to provide information to be used in making judgment about a student's achievement at the end of a sequence of instruction, e.g. final drafts/attempts, tests, exams, assignments, projects, performances.

**Term Grade Point Average (GPA):** the student's numerical average for a given term. It is computed by adding the total number of the letter grades' point values and dividing it by the number of courses for a given term.

#### IV. GRADING PARAMETERS FOR GRADES 6-12

A. The primary purpose of grading is to communicate the academic achievement status of students to the students, their families, employers, and post-secondary institutions. Additional purposes for grading include:

1. Providing information that the student can use for self-evaluation.
2. Providing information that teachers can use to modify planning and instruction.
3. Evaluating the effectiveness of instructional programs.

B. Teachers of the same course will apply the grading parameters in the same manner.

C. Course grades will reflect the level of the student's academic achievement. While non-academic factors may be highly valued and often contribute to the student's academic achievement, they should be reported separately from an achievement grade. Relying upon these factors, if merged with achievement evidence, can mask important learning problems and contribute to miscommunication about the student's knowledge. The following are examples of non-academic factors:

1. Behavior (i.e. attendance, attitude, punctuality, certain class participation, effort)

2. Homework based solely on completion
  3. Other evidence of student characteristics or habits
- D. The grade for a course can be calculated solely based on summative assessments or it may be calculated based on a combination of summative and formative assessments. The definitions provided in Part III of this policy are the best guide for determining if an assessment is Academic Practice (formative) or Academic Achievement (summative).
1. The combinations of the Academic Achievement and Academic Practice grades will be based on embedded standards, course rigor, and/or grade level. The following calculations provide a framework for grades 6-12.
    - a. Grade 6  
Academic Practice grades will count for a maximum of 30% of the grade.  
Academic Achievement grades will count for a minimum of 70%.
    - b. Grades 7 and 8  
Academic Practice grades will count for a maximum of 20% of the grade.  
Academic Achievement grades will count for a minimum of 80%.
    - c. Grades 9-12  
Academic Practice grades will count for a maximum of 15% of the grade. Academic Achievement grades will count for a minimum of 85%.
  2. Individual departments will determine what assessments are included in the Academic Practice and Academic Achievement categories.
  3. Individual courses will use the same percentages for each category.
- E. The purpose of extra credit is to provide additional academic work in order to enhance the learning of course standards.
1. Extra credit, if used at all, should not exceed 5% of the Academic Practice grade. Every student should have an equal opportunity to earn the credit.
  2. Bonus questions may be offered on an Academic Achievement assessment for additional credit.
- F. As the purpose of grading is to reflect the student's academic achievement, there needs to be a sufficient number of assessments to determine the level of achievement. To accomplish this, effort shall be taken to hold students accountable for completing the work. A zero will be used as the last resort if the student chooses to make no effort to complete an assessment.
- G. Clear criteria will be used to calculate a course grade. The teacher will communicate this in writing to parents and students at the start of the term.

1. In the event that student performance changes significantly, and the teacher does not believe that the calculated grade fairly represents the student's performance, a teacher may include additional assessments (either formative or summative) in order to have a more accurate description of student achievement and record the grade accordingly.
2. The PASS/FAIL option is for unusual personal circumstances and requires building principal approval. If a student is taking the course PASS/FAIL, the student must have passing work to receive credit for the course. All "Pass-Fail" students in any course will take all tests and turn in all regular class work along with other students. Only the final mark is a "Pass-Fail" mark. A subject taken on a "Pass-Fail" basis will not affect a student's class rank or honor roll standing. If the student passes the class, the student will receive a "P" and full semester credit on his/her report card for that class. If the student fails the class, the student would then receive an "F" (fail) on the report card. A student may have only one PASS/FAIL course per year except in very unusual circumstances as determined by the building principal.

H. If modifications to rigor and/or standards cause course work to be altered, the assessment and reporting system may reflect modifications.

## V. GRADING SCALE AND SYMBOL DEFINITIONS

In order to calculate grades, the following scale is used to assign grades. In turn, the letter symbols give a description of the student's academic achievement.

92.45-100 = A	
89.45-92.44 = A-	Exemplary work (90-100% Mastery of Subject Goals)
86.45-89.44 = B+	
82.45-86.44 = B	Proficient/Thorough work (80-89% Mastery of Subject Goals)
79.45-82.44 = B-	
76.45-79.44 = C+	
72.45-76.44 = C	Acceptable work (70-79% Mastery of Subject Goals)
69.45-72.44 = C-	
66.45-69.44 = D+	
62.45-66.44 = D	Mediocre work (60-69% Mastery of Subject Goals)
59.45-62.44 = D-	
00.0-59.44 = F	Unacceptable work (less than 59% Mastery of Subject Goals)

## VI. GRADE POINT SCALES AND CALCULATIONS

A. Grade Point Average (GPA) is based on grades earned in each of the following grade level groups:

Grades 6-8

- 1) All courses for which the student receives from an A to an F are included in the GPA.
- 2) Only the Term GPA is calculated at the middle schools.

## Grades 9-12

- 1) All courses for which the student receives from an A to an F are included in the GPA.
  - 2) Both a Term GPA and a Cumulative GPA are calculated.
  - 3) An official transcript is maintained for grades 9-12.
  - 4) Pass grades are not included in the GPA calculation but do count for graduation credit.
- B. The following grade point scales are used to assign point values to each letter grade in order to compute the GPA. The basis for giving additional weighting to some courses shall be the determined rigor of each respective course to be weighted relative to other non-weighted courses in the high school curriculum. International Baccalaureate (IB) and Advanced Placement (AP) courses use different, weighted scales to differentiate between IB/AP and regular courses. All Advanced Placement and International Baccalaureate courses shall be weighted +1.0 if the student earns a C- or higher in the course, ~~the courses have been determined to meet the standards of rigor established by the District, OR and~~ the student successfully achieves a "3" or higher on an for Advanced Placement assessment ~~courses~~ or a "4" or higher on an International Baccalaureate assessment. For courses that are beyond the rigor of AP and IB, students must earn a C- or higher in the course and achieve a C- or higher on the end-of-course exam to receive grade-weight status.
- C. Other courses considered for weighting must meet similar standards of academic rigor and have a comparable end-of-course examination as the International Baccalaureate (IB) and Advanced Placement (AP) courses have. If the course is accepted for dual enrollment, the college end-of-course exam will satisfy this requirement.
- D. Annual audits of courses offered within Minnetonka High School and taught by qualified teachers will be conducted by examining the course rigor to determine potential grade weighting. Content must significantly exceed the Minnesota content standards. Any course proposed for weighted status (other than AP and IB courses) must be approved by the School Board, must be taught by a highly qualified instructor, must be of college-level rigor, and must significantly exceed Minnesota content standards. Courses that exceed AP and IB options must have at least one AP or IB course as a prerequisite for enrollment.
- E. Courses offered outside of Minnetonka High School may be considered for grade weighting on a case by case basis. To be considered, a student taking the course outside of Minnetonka High School must submit a syllabus and curriculum materials and provide such other evidence as required in order to make a proper assessment. The criteria for a grade to be weighted are that the course must be of a college level rigor in a core academic subject matter, and content must significantly exceed the Minnesota content standard.

Standard Scale (for all non-AP/IB courses)	IB/AP Weighted Scale (for students successfully completing the course, <u>With a C- or higher )and taking the AP/IB exam(s)</u>	IB/AP Weighted Scale (for <u>students successfully achieving a "3" or higher on an AP exam or "4" or higher on an IB exam)</u>
A= 4.0 A-= 3.7 B+= 3.3 B= 3.0 B-= 2.7 C+= 2.3 C= 2.0 C-=1.7 D+=1.3 D= 1.0 D-= 0.7 F= 0.0	A= 5.0 A-= 4.7 B+= 4.3 B= 4.0 B-= 3.7 C+= 3.3 C= 3.0 C-= 2.7 D+=1.3 D= 1.0 D-= 0.7 F= 0.0	<u>A= 5.0</u> <u>A-= 4.7</u> <u>B+= 4.3</u> <u>B= 4.0</u> <u>B-= 3.7</u> <u>C+= 3.3</u> <u>C= 3.0</u> <u>C-=2.7</u> <u>D+=2.3</u> <u>D= 2.0</u> <u>D-= 1.7</u> <u>F= 1.0</u>

F. The weighted scales will be used for all grade reporting purposes.

## VII. COMMUNICATION

A shared understanding, between the District staff, students and parents, of the District's grading and reporting system is essential for effective communication. In order for all parties to understand and trust the student achievement data, the District will provide all parties with the following:

- A clear purpose for the grading and reporting system;
- A common grading syllabus for all courses;
- A valid and accurate assessment of the student's achievement;
- Timely reporting;
- A comprehensive and multifaceted reporting system (i.e. conferences, phone calls, curriculum nights, electronic messages, classroom websites, report cards; mid-term reports) and,
- A clear explanation of all symbols used.

## VIII. PROFESSIONAL DEVELOPMENT

A comprehensive, coherent, and sustained professional development program is necessary to enhance a teacher's ability to deliver high quality instruction and to design and use assessments that are purposeful, assess appropriate learning targets, and to assign grades consistent with this policy. To ensure this goal, the professional development program must be focused on the two themes of assessing accurately and using assessment to benefit students, not merely to grade and sort them. Teachers must understand the relationship between assessments and student motivation and craft assessment experiences to maximize motivation.

Professional development activities must be an integral part of broad school-wide and District-wide educational improvement goals. Effective professional development must be school-based, collaborative, and differentiated in its delivery. District and site professional development plans for effective classroom assessment and grading must include research-based training components of theory, demonstration, guided practice, feedback and coaching.

## **IX. AREAS OF RESPONSIBILITY**

The School Board is accountable, in its governance capacity, for the instructional program and delegates responsibilities as follows:

- A. The Superintendent, through designees, shall be responsible for implementation and evaluation of the Grading and Reporting Policy and for development and implementation of procedures and practices for grading and reporting student achievement in Minnetonka schools.
- B. Principals shall be responsible for assuring implementation of the District's beliefs, procedures and practices of effective grading and reporting.
- C. Teachers shall be responsible for effectively implementing classroom assessments and for applying the principles of effective grading and reporting practices.
- D. Parents are a vital link to successful home/school communication about student learning. Therefore, parents are strongly encouraged to participate in all available components of the Minnetonka Schools' grading and reporting system.
- E. Students are responsible for their own learning. All students shall actively participate in understanding the Minnetonka Schools' grading and reporting system. Students are able to use the Academic Practice (formative) grade to identify strengths and weaknesses with a particular topic and, as a result, seek additional help. As well, students are able to know that the Academic Achievement (summative) grade reflects a true level of understanding of a particular topic/unit/course. This information can help the student plan for future course selection and post-secondary options.

### **Legal References:**

Minn. Stat. 123B.02, Subd. 2 (General Powers of School Districts)

Minn. Stat. 123B.09, Subd. 8 (School Board Responsibilities)

### **Cross References:**

Policy #601: District Curriculum, Instruction and Assessment

Policy #618: Assessment of Student Achievement

Policy #621: Homework

*Approved June 12, 2008*

*Reviewed: December 17, 2015; January 21, 2016; February 18, 2016*

*Approved: March 3, 2016*

*Modified and Approved: June 2, 2016*

*Reviewed: February 2024*

## **MINNETONKA PUBLIC SCHOOLS**

---

### **POLICY #626: SECONDARY GRADING AND REPORTING PUPIL ACHIEVEMENT**

---

#### **I. PURPOSE**

The purpose of this policy is to establish effective grading and reporting practices that reflect a student's academic achievement of the course standards for grades 6-12.

#### **II. GENERAL STATEMENT OF POLICY**

Minnetonka Public Schools' grading and reporting system shall provide students, parents, teachers, and the community with a framework for accurately reporting student achievement. It is the District's responsibility to the community that all school members will work to challenge and support all students in the pursuit of their highest levels of academic and personal achievement. Therefore, the District, in order to stimulate achievement as measured by its extraordinary expectations, will establish a clear and accurate system of grading and reporting academic achievement.

As well, such a system can serve as an open communication link between the school, home, and the community in and outside of Minnetonka. It will provide all parties with awareness of their student's work and an understanding of how the grade reflects their student's achievement. Students and parents will be able to use this data for future course selection and post-secondary plans. In order to provide several formats to receive this vital information, the reporting system will be multi-faceted.

When the student graduates from Minnetonka Schools, the summary of these grades, the academic transcript, will provide a permanent and accurate accounting of the student's achievement. Employers and post-secondary institutions will be able to count on the accuracy of this historic document.

The Minnetonka Public Schools is committed to support a system of guiding principles that will be used to arrive at a clear and accurate grading and reporting policy and procedures. In order to realize these goals, the grading and reporting system must:

- Reflect academic achievement.
- Contain meaningful feedback.
- Be honest, fair, transparent, credible, useful and user friendly.
- Be criterion referenced.
- Align with the Minnetonka Public Schools curriculum.

- Reflect consistency within and among courses, grade levels, departments, and/or schools.
- Communicate information to parties in a clear and timely manner.
- Reflect high expectations of all students across all courses and programs.
- Be developmentally appropriate for all students.

### III. DEFINITIONS

**Accommodation:** a change that does not alter the rigor of the standard. Examples include large print materials, extended testing time, and small group administration.

**Assessments:** multiple tools used to gather information about the student's performance on the standards taught.

**Benchmark:** a clear, specific description of knowledge or skills the student should acquire by a particular point in the student's schooling.

**Cumulative Grade Point Average (GPA):** the student's numerical average for all courses taken. It is computed by adding the total number of the letter grades' point values and dividing it by the number of credits completed.

**Curriculum:** a written plan including standards, benchmarks, essential questions, an assessment plan, instructional resources and strategies, and time allocations for emphasis and pacing for the content to be taught.

**Formative Assessments (Academic Practice):** work conducted when a student is still learning the material. It is an assessment that is designed to provide direction for both students and teachers. For the students, the adjustment may mean reviewing, additional practice, or confirmation that they are ready to move forward. For the teachers, it may mean changing instructional strategies, providing additional practice, or being ready to move forward. (e.g. teacher observation, quizzes, homework, rough drafts, peer editing, or notebook checks).

**Grade (to):** the act of evaluating the student's academic work based on a set criteria and the assignment of a grade to it.

**Grade (the):** a number or letter indicating a student's level of achievement relative to the grading scale.

**Grade Weighting:** the assignment of a greater value to the letter grade's numeric point value to reward a student for completing the Advanced Placement (AP) and/or International Baccalaureate (IB) course(s) and taking the national/international AP and IB assessments in the spring.

**Grading Scale:** a description for what each letter grade represents relative to the percentage of the student's mastery of subject goals.

**Grading Syllabus:** a document given to student and parents at the start of each course outlining the grading criteria and procedures for the course.

**Homework:** includes learning tasks, assigned to students by teachers that are meant to be carried out. Students may also complete during non-class hours, most often at home. Homework may be formative or summative in nature depending on the intent of it.

**Instruction:** a teacher-led process, which transforms well-planned curriculum into student learning. Instruction is standards-focused teaching for the purpose of providing meaningful learning experiences that enable all students to master academic content and achieve personal goals.

**Modification:** a substantive change that alters the standard or the rigor of the standard.

**Reporting:** the communicating of a student's achievement to the student and parents and, in turn, this information may be shared with employers and post secondary institutions.

**Standard:** a statement of what the student will be able to know, understand and do.

**Summative Assessments (Academic Achievement):** work conducted when a student has had adequate instruction and practice to be responsible for the material. It is designed to provide information to be used in making judgment about a student's achievement at the end of a sequence of instruction, e.g. final drafts/attempts, tests, exams, assignments, projects, performances.

**Term Grade Point Average (GPA):** the student's numerical average for a given term. It is computed by adding the total number of the letter grades' point values and dividing it by the number of courses for a given term.

#### IV. GRADING PARAMETERS FOR GRADES 6-12

A. The primary purpose of grading is to communicate the academic achievement status of students to the students, their families, employers, and post-secondary institutions. Additional purposes for grading include:

1. Providing information that the student can use for self-evaluation.
2. Providing information that teachers can use to modify planning and instruction.
3. Evaluating the effectiveness of instructional programs.

B. Teachers of the same course will apply the grading parameters in the same manner.

C. Course grades will reflect the level of the student's academic achievement. While non-academic factors may be highly valued and often contribute to the student's academic achievement, they should be reported separately from an achievement grade. Relying upon these factors, if merged with achievement evidence, can mask important learning problems and contribute to miscommunication about the student's knowledge. The following are examples of non-academic factors:

1. Behavior (i.e. attendance, attitude, punctuality, certain class participation, effort)

2. Homework based solely on completion
  3. Other evidence of student characteristics or habits
- D. The grade for a course can be calculated solely based on summative assessments or it may be calculated based on a combination of summative and formative assessments. The definitions provided in Part III of this policy are the best guide for determining if an assessment is Academic Practice (formative) or Academic Achievement (summative).
1. The combinations of the Academic Achievement and Academic Practice grades will be based on embedded standards, course rigor, and/or grade level. The following calculations provide a framework for grades 6-12.
    - a. Grade 6  
Academic Practice grades will count for a maximum of 30% of the grade.  
Academic Achievement grades will count for a minimum of 70%.
    - b. Grades 7 and 8  
Academic Practice grades will count for a maximum of 20% of the grade.  
Academic Achievement grades will count for a minimum of 80%.
    - c. Grades 9-12  
Academic Practice grades will count for a maximum of 15% of the grade. Academic Achievement grades will count for a minimum of 85%.
  2. Individual departments will determine what assessments are included in the Academic Practice and Academic Achievement categories.
  3. Individual courses will use the same percentages for each category.
- E. The purpose of extra credit is to provide additional academic work in order to enhance the learning of course standards.
1. Extra credit, if used at all, should not exceed 5% of the Academic Practice grade. Every student should have an equal opportunity to earn the credit.
  2. Bonus questions may be offered on an Academic Achievement assessment for additional credit.
- F. As the purpose of grading is to reflect the student's academic achievement, there needs to be a sufficient number of assessments to determine the level of achievement. To accomplish this, effort shall be taken to hold students accountable for completing the work. A zero will be used as the last resort if the student chooses to make no effort to complete an assessment.
- G. Clear criteria will be used to calculate a course grade. The teacher will communicate this in writing to parents and students at the start of the term.

1. In the event that student performance changes significantly, and the teacher does not believe that the calculated grade fairly represents the student's performance, a teacher may include additional assessments (either formative or summative) in order to have a more accurate description of student achievement and record the grade accordingly.
  2. The PASS/FAIL option is for unusual personal circumstances and requires building principal approval. If a student is taking the course PASS/FAIL, the student must have passing work to receive credit for the course. All "Pass-Fail" students in any course will take all tests and turn in all regular class work along with other students. Only the final mark is a "Pass-Fail" mark. A subject taken on a "Pass-Fail" basis will not affect a student's class rank or honor roll standing. If the student passes the class, the student will receive a "P" and full semester credit on his/her report card for that class. If the student fails the class, the student would then receive an "F" (fail) on the report card. A student may have only one PASS/FAIL course per year except in very unusual circumstances as determined by the building principal.
- H. If modifications to rigor and/or standards cause course work to be altered, the assessment and reporting system may reflect modifications.

## V. GRADING SCALE AND SYMBOL DEFINITIONS

In order to calculate grades, the following scale is used to assign grades. In turn, the letter symbols give a description of the student's academic achievement.

92.45-100 = A	
89.45-92.44 = A-	Exemplary work (90-100% Mastery of Subject Goals)
86.45-89.44 = B+	
82.45-86.44 = B	Proficient/Thorough work (80-89% Mastery of Subject Goals)
79.45-82.44 = B-	
76.45-79.44 = C+	
72.45-76.44 = C	Acceptable work (70-79% Mastery of Subject Goals)
69.45-72.44 = C-	
66.45-69.44 = D+	
62.45-66.44 = D	Mediocre work (60-69% Mastery of Subject Goals)
59.45-62.44 = D-	
00.0-59.44 = F	Unacceptable work (less than 59% Mastery of Subject Goals)

## VI. GRADE POINT SCALES AND CALCULATIONS

- A. Grade Point Average (GPA) is based on grades earned in each of the following grade level groups:

Grades 6-8

- 1) All courses for which the student receives from an A to an F are included in the GPA.
- 2) Only the Term GPA is calculated at the middle schools.

## Grades 9-12

- 1) All courses for which the student receives from an A to an F are included in the GPA.
  - 2) Both a Term GPA and a Cumulative GPA are calculated.
  - 3) An official transcript is maintained for grades 9-12.
  - 4) Pass grades are not included in the GPA calculation, but do count for graduation credit.
- B. The following grade point scales are used to assign point values to each letter grade in order to compute the GPA. The basis for giving additional weighting to some courses shall be the determined rigor of each respective course to be weighted relative to other non-weighted courses in the high school curriculum. International Baccalaureate (IB) and Advanced Placement (AP) courses use different, weighted scales to differentiate between IB/AP and regular courses. All Advanced Placement and International Baccalaureate courses shall be weighted +1.0 if the student earns a C- or higher in the course OR the student successfully achieves a “3” or higher on an Advanced Placement assessment or a “4” or higher on an International Baccalaureate assessment. For courses that are beyond the rigor of AP and IB, students must earn a C- or higher in the course and achieve a C- or higher on the end-of-course exam to receive grade-weight status.
- C. Other courses considered for weighting must meet similar standards of academic rigor and have a comparable end-of-course examination as the International Baccalaureate (IB) and Advanced Placement (AP) courses have. If the course is accepted for dual enrollment, the college end-of-course exam will satisfy this requirement.
- D. Annual audits of courses offered within Minnetonka High School and taught by qualified teachers will be conducted by examining the course rigor to determine potential grade weighting. Content must significantly exceed the Minnesota content standards. Any course proposed for weighted status (other than AP and IB courses) must be approved by the School Board, must be taught by a highly qualified instructor, must be of college-level rigor, and must significantly exceed Minnesota content standards. Courses that exceed AP and IB options must have at least one AP or IB course as a prerequisite for enrollment.
- E. Courses offered outside of Minnetonka High School may be considered for grade weighting on a case-by-case basis. To be considered, a student taking the course outside of Minnetonka High School must submit a syllabus and curriculum materials and provide such other evidence as required in order to make a proper assessment. The criteria for a grade to be weighted are that the course must be of a college level rigor in a core academic subject matter, and content must significantly exceed the Minnesota content standard.

Standard Scale (for all non-AP/IB courses)	IB/AP Weighted Scale (for students successfully completing the course with a C- or higher)	IB/AP Weighted Scale (for students successfully achieving a "3" or higher on an AP exam or "4" or higher on an IB exam)
A= 4.0	A= 5.0	A= 5.0
A-= 3.7	A-= 4.7	A-= 4.7
B+= 3.3	B+= 4.3	B+= 4.3
B= 3.0	B= 4.0	B= 4.0
B-= 2.7	B-= 3.7	B-= 3.7
C+= 2.3	C+= 3.3	C+= 3.3
C= 2.0	C= 3.0	C= 3.0
C-= 1.7	C-= 2.7	C-= 2.7
D+=1.3	D+=1.3	D+=2.3
D= 1.0	D= 1.0	D= 2.0
D-= 0.7	D-= 0.7	D-= 1.7
F= 0.0	F= 0.0	F= 1.0

F. The weighted scales will be used for all grade reporting purposes.

## VII. COMMUNICATION

A shared understanding, between the District staff, students and parents, of the District's grading and reporting system is essential for effective communication. In order for all parties to understand and trust the student achievement data, the District will provide all parties with the following:

- A clear purpose for the grading and reporting system;
- A common grading syllabus for all courses;
- A valid and accurate assessment of the student's achievement;
- Timely reporting;
- A comprehensive and multifaceted reporting system (i.e. conferences, phone calls, curriculum nights, electronic messages, classroom websites, report cards; mid-term reports) and,
- A clear explanation of all symbols used.

## VIII. PROFESSIONAL DEVELOPMENT

A comprehensive, coherent, and sustained professional development program is necessary to enhance a teacher's ability to deliver high quality instruction and to design and use assessments that are purposeful, assess appropriate learning targets, and to assign grades consistent with this policy. To ensure this goal, the professional development program must be focused on the two themes of assessing accurately and using assessment to benefit students, not merely to grade and sort them. Teachers must understand the relationship between assessments and student motivation and craft assessment experiences to maximize motivation.

Professional development activities must be an integral part of broad school-wide and District-wide educational improvement goals. Effective professional development must be school-based, collaborative, and differentiated in its delivery. District and site professional development plans for effective classroom assessment and grading must include research-based training components of theory, demonstration, guided practice, feedback and coaching.

## **IX. AREAS OF RESPONSIBILITY**

The School Board is accountable, in its governance capacity, for the instructional program and delegates responsibilities as follows:

- A. The Superintendent, through designees, shall be responsible for implementation and evaluation of the Grading and Reporting Policy and for development and implementation of procedures and practices for grading and reporting student achievement in Minnetonka schools.
- B. Principals shall be responsible for assuring implementation of the District's beliefs, procedures and practices of effective grading and reporting.
- C. Teachers shall be responsible for effectively implementing classroom assessments and for applying the principles of effective grading and reporting practices.
- D. Parents are a vital link to successful home/school communication about student learning. Therefore, parents are strongly encouraged to participate in all available components of the Minnetonka Schools' grading and reporting system.
- E. Students are responsible for their own learning. All students shall actively participate in understanding the Minnetonka Schools' grading and reporting system. Students are able to use the Academic Practice (formative) grade to identify strengths and weaknesses with a particular topic and, as a result, seek additional help. As well, students are able to know that the Academic Achievement (summative) grade reflects a true level of understanding of a particular topic/unit/course. This information can help the student plan for future course selection and post-secondary options.

### **Legal References:**

Minn. Stat. 123B.02, Subd. 2 (General Powers of School Districts)

Minn. Stat. 123B.09, Subd. 8 (School Board Responsibilities)

### **Cross References:**

Policy #601: District Curriculum, Instruction and Assessment

Policy #618: Assessment of Student Achievement

Policy #621: Homework

*Approved June 12, 2008*

*Reviewed: December 17, 2015; January 21, 2016; February 18, 2016*

*Approved: March 3, 2016*

*Modified and Approved: June 2, 2016*

*Reviewed: February 2024*

# **AP and IB Grades and Exam Scores Study:**

## **Top 6 Highest Enrollment in 2 Semester Courses**

## Minnetonka Overall Summary of AP & IB Course Grades with Exam Pass Rates

This study evaluates the performance of students who complete both semesters of two semester AP or IB courses, if they took the AP or IB exam, and their performance on that exam. Grades of C- or higher and pass scores on the exams are the focus as those are currently the criteria for a Minnetonka student to receive a weighted grade. In the tables below, semester grade combinations are first broken down with the percentages and counts of all students who earned those grades marks. The remaining columns are the percentages and counts of the students earning the grade marks who either achieved a pass score on the exam or chose not to take the exam.

For example, in 2021, 2,677 students completed both semesters of two semester AP courses. 46.7% of those students earned A grades both semesters. 88.6% of both semester A students took the AP exam and achieved a pass score and 3.4% of the students did not take the exam.

### Two Semester Courses

#### 2021 - AP

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 3, 4 or 5 on the AP exam	Percent (Count) of students who did not take the AP exam at all	Percent (Count) of Students who Achieved a 1 or 2 on the AP exam
As / As	46.7% (1249)	88.6% (1106)	3.4% (42)	8.1% (101)
As / Bs	8.9% (238)	74.8% (178)	3.8% (9)	21.4% (51)
Bs / As	8.8% (236)	78.8% (186)	2.1% (5)	19.1% (45)
Bs / Bs	17.9% (479)	64.3% (308)	3.5% (17)	32.2% (154)
<b>All As and Bs</b>	<b>82.3% (2202)</b>	<b>80.7% (1778)</b>	<b>3.3% (73)</b>	<b>15.9% (351)</b>
As / Cs	0.6% (15)	46.7% (7)	20.0% (3)	33.3% (5)
Bs / Cs	4.3% (116)	50.0% (58)	6.9% (8)	43.1% (50)
Cs / As	0.3% (9)	77.8% (7)	0% (0)	22.2% (2)
Cs / Bs	3.2% (85)	56.5% (48)	2.4% (2)	41.2% (35)
Cs / Cs	4.4% (119)	41.2% (49)	8.4% (10)	50.4% (60)
<b>All As, Bs and Cs</b>	<b>95.1% (2546)</b>	<b>76.5% (1947)</b>	<b>3.8% (96)</b>	<b>19.8% (503)</b>
Total number of students	2677	1981	131	565

## 2021 - IB

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 4, 5, 6, or 7 on the IB exam	Percent (Count) of students who did not take the IB exam at all	Percent (Count) of Students who Achieved a 1, 2, or 3 on the IB exam
As / As	52.7% (566)	91.5% (518)	6.4% (36)	2.1% (12)
As / Bs	10.4% (112)	80.4% (90)	12.5% (14)	7.1% (8)
Bs / As	6.6% (71)	85.9% (61)	8.5% (6)	5.6% (4)
Bs / Bs	17.2% (185)	77.3% (143)	14.6% (27)	8.1% (15)
<b>All As and Bs</b>	<b>87.0% (934)</b>	<b>86.9% (812)</b>	<b>8.9% (83)</b>	<b>4.2% (39)</b>
As / Cs	0.6% (6)	83.3% (5)	16.7% (1)	0% (0)
Bs / Cs	3.4% (37)	62.2% (23)	27.0% (10)	10.8% (4)
Cs / As	0.4% (4)	50.0% (2)	25.0% (1)	25.0% (1)
Cs / Bs	2.4% (26)	73.1% (19)	15.4% (4)	11.5% (3)
Cs / Cs	3.1% (33)	60.6% (20)	15.2% (5)	24.2% (8)
<b>All As, Bs and Cs</b>	<b>96.8% (1040)</b>	<b>84.7% (881)</b>	<b>10.0% (104)</b>	<b>5.3% (55)</b>
Total number of students	1074	895	118	61

## 2022 - AP

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 3, 4 or 5 on the AP exam	Percent (Count) of students who did not take the AP exam at all	Percent (Count) of Students who Achieved a 1 or 2 on the AP exam
As / As	48.4% (1293)	94.5% (1222)	1.4% (18)	4.1% (53)
As / Bs	8.2% (220)	84.1% (185)	2.3% (5)	13.6% (30)
Bs / As	7.5% (201)	87.6% (176)	0.5% (1)	11.9% (24)
Bs / Bs	20.3% (541)	75.2% (407)	2.6% (14)	22.2% (120)
<b>All As and Bs</b>	<b>84.5% (2255)</b>	<b>88.2% (1990)</b>	<b>1.7% (38)</b>	<b>10.1% (227)</b>
As / Cs	0.3% (8)	75.0% (6)	0% (0)	25.0% (2)
Bs / Cs	4.2% (112)	52.7% (59)	3.6% (4)	43.8% (49)
Cs / As	0.3% (8)	75.0% (6)	12.5% (1)	12.5% (1)
Cs / Bs	2.5% (67)	62.7% (42)	3.0% (2)	34.3% (23)
Cs / Cs	4.7% (125)	50.4% (63)	4.0% (5)	45.6% (57)
<b>All As, Bs and Cs</b>	<b>96.5% (2575)</b>	<b>84.1% (2166)</b>	<b>1.9% (50)</b>	<b>13.9% (359)</b>
Total number of students	2669	2198	60	411

## 2022 - IB

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 4, 5, 6, or 7 on the IB exam	Percent (Count) of students who did not take the IB exam at all	Percent (Count) of Students who Achieved a 1, 2, or 3 on the IB exam
As / As	51.9% (631)	98.3% (620)	0.8% (5)	1.0% (6)
As / Bs	10.2% (124)	97.6% (121)	0% (0)	2.4% (3)
Bs / As	5.6% (68)	85.3% (58)	0% (0)	14.7% (10)
Bs / Bs	16.8% (204)	91.2% (186)	2.5% (5)	6.4% (13)
<b>All As and Bs</b>	<b>84.5% (1027)</b>	<b>95.9% (985)</b>	<b>1.0% (10)</b>	<b>3.1% (32)</b>
As / Cs	0.3% (4)	75.0% (3)	25.0% (1)	0% (0)
Bs / Cs	4.3% (52)	92.3% (48)	5.8% (3)	1.9% (1)
Cs / As	0.3% (4)	75.0% (3)	0% (0)	25.0% (1)
Cs / Bs	2.5% (30)	80.0% (24)	0% (0)	20.0% (6)
Cs / Cs	3.5% (43)	76.7% (33)	0% (0)	23.3% (10)
<b>All As, Bs and Cs</b>	<b>95.5% (1160)</b>	<b>94.5% (1096)</b>	<b>1.2% (14)</b>	<b>4.3% (50)</b>
Total number of students	1215	1125	29	61

## 2023 - AP

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 3, 4 or 5 on the AP exam	Percent (Count) of students who did not take the AP exam at all	Percent (Count) of Students who Achieved a 1 or 2 on the AP exam
As / As	47.7% (1427)	94.4% (1347)	1.3% (19)	4.3% (61)
As / Bs	8.2% (245)	88.6% (217)	3.3% (8)	8.2% (20)
Bs / As	7.9% (237)	84.0% (199)	0.4% (1)	15.6% (37)
Bs / Bs	20.4% (611)	76.9% (470)	2.8% (17)	20.3% (124)
<b>All As and Bs</b>	<b>84.2% (2520)</b>	<b>88.6% (2233)</b>	<b>1.8% (45)</b>	<b>9.6% (242)</b>
As / Cs	0.6% (18)	66.7% (12)	5.6% (1)	27.8% (5)
Bs / Cs	4.7% (142)	69.7% (99)	2.1% (3)	28.2% (40)
Cs / As	0.2% (7)	57.1% (4)	0% (0)	42.9% (3)
Cs / Bs	3.1% (93)	62.4% (58)	3.2% (3)	34.4% (32)
Cs / Cs	4.0% (119)	48.7% (58)	5.9% (7)	45.4% (54)
<b>All As, Bs and Cs</b>	<b>96.9% (2899)</b>	<b>85.0% (2464)</b>	<b>2.0% (59)</b>	<b>13.0% (376)</b>
Total number of students	2993	2497	72	424

**2023 - IB**

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 4, 5, 6, or 7 on the IB exam	Percent (Count) of students who did not take the IB exam at all	Percent (Count) of Students who Achieved a 1, 2, or 3 on the IB exam
As / As	48.0% (598)	90.3% (540)	4.7% (28)	5.0% (30)
As / Bs	9.1% (113)	83.2% (94)	7.1% (8)	9.7% (11)
Bs / As	7.8% (97)	85.6% (83)	1.0% (1)	13.4% (13)
Bs / Bs	20.0% (249)	83.1% (207)	5.6% (14)	11.2% (28)
<b>All As and Bs</b>	<b>84.9% (1057)</b>	<b>87.4% (924)</b>	<b>4.8% (51)</b>	<b>7.8% (82)</b>
As / Cs	0.4% (5)	40.0% (2)	40.0% (2)	20.0% (1)
Bs / Cs	3.5% (44)	75.0% (33)	11.4% (5)	13.6% (6)
Cs / As	0.4% (5)	60.0% (3)	0% (0)	40.0% (2)
Cs / Bs	2.5% (31)	67.7% (21)	3.2% (1)	29.0% (9)
Cs / Cs	4.2% (52)	63.5% (33)	9.6% (5)	26.9% (14)
<b>All As, Bs and Cs</b>	<b>95.9% (1194)</b>	<b>85.1% (1016)</b>	<b>5.4% (64)</b>	<b>9.5% (114)</b>
Total number of students	1245	1036	77	132

## AP Human Geography

	Minnetonka	Minnesota	Global
<b>2021 Exam Pass Rate</b>	82.9%	63.5%	52.5%
<b>2022 Exam Pass Rate</b>	91.6%	62.6%	53.2%
<b>2023 Exam Pass Rate</b>	87.1%	61.3%	54.3%

### 2021

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 3, 4 or 5 on the AP exam	Percent (Count) of students who did not take the AP exam at all	Percent (Count) of Students who Achieved a 1 or 2 on the AP exam
As / As	39.6% (109)	98.2% (107)	0% (0)	1.8% (2)
As / Bs	11.6% (32)	78.1% (25)	0% (0)	21.9% (7)
Bs / As	5.8% (16)	100% (16)	0% (0)	0% (0)
Bs / Bs	22.2% (61)	78.7% (48)	0% (0)	21.3% (13)
<b>All As and Bs</b>	<b>79.3% (218)</b>	<b>89.9% (196)</b>	<b>0% (0)</b>	<b>10.1% (22)</b>
As / Cs	0.4% (1)	0% (0)	100% (1)	0% (0)
Bs / Cs	8.0% (22)	54.5% (12)	0% (0)	45.5% (10)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	2.5% (7)	71.4% (5)	0% (0)	28.6% (2)
Cs / Cs	4.4% (12)	33.3% (4)	8.3% (1)	58.3% (7)
<b>All As, Bs and Cs</b>	<b>94.5% (260)</b>	<b>83.5% (217)</b>	<b>0.8% (2)</b>	<b>15.8% (41)</b>
Total number of students	275	225	5	45

### 2022

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 3, 4 or 5 on the AP exam	Percent (Count) of students who did not take the AP exam at all	Percent (Count) of Students who Achieved a 1 or 2 on the AP exam
As / As	39.3% (103)	100% (103)	0% (0)	0% (0)
As / Bs	8.0% (21)	100% (21)	0% (0)	0% (0)
Bs / As	6.1% (16)	100% (16)	0% (0)	0% (0)
Bs / Bs	26.0% (68)	97.1% (66)	0% (0)	2.9% (2)
<b>All As and Bs</b>	<b>79.4% (208)</b>	<b>99.0% (206)</b>	<b>0% (0)</b>	<b>1.0% (2)</b>
As / Cs	0.8% (2)	100% (2)	0% (0)	0% (0)
Bs / Cs	5.7% (15)	73.3% (11)	0% (0)	26.7% (4)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	1.5% (4)	50.0% (2)	0% (0)	50.0% (2)
Cs / Cs	9.9% (26)	69.2% (18)	3.8% (1)	26.9% (7)
<b>All As, Bs and Cs</b>	<b>97.3% (255)</b>	<b>93.7% (239)</b>	<b>0.4% (1)</b>	<b>5.9% (15)</b>
Total number of students	262	239	1	22

**2023**

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 3, 4 or 5 on the AP exam	Percent (Count) of students who did not take the AP exam at all	Percent (Count) of Students who Achieved a 1 or 2 on the AP exam
As / As	30.1% (78)	100% (78)	0% (0)	0% (0)
As / Bs	15.4% (40)	97.5% (39)	0% (0)	2.5% (1)
Bs / As	3.9% (10)	100% (10)	0% (0)	0% (0)
Bs / Bs	22.4% (58)	89.7% (52)	1.7% (1)	8.6% (5)
<b>All As and Bs</b>	<b>71.8% (186)</b>	<b>96.2% (179)</b>	<b>0.5% (1)</b>	<b>3.2% (6)</b>
As / Cs	0.4% (1)	100% (1)	0% (0)	0% (0)
Bs / Cs	10.8% (28)	78.6% (22)	0% (0)	21.4% (6)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	4.2% (11)	72.7% (8)	9.1% (1)	18.2% (2)
Cs / Cs	6.9% (18)	50.0% (9)	0% (0)	50.0% (9)
<b>All As, Bs and Cs</b>	<b>94.2% (244)</b>	<b>89.8% (219)</b>	<b>0.8% (2)</b>	<b>9.4% (23)</b>
Total number of students	259	222	4	33

## AP Calculus AB

	Minnetonka	Minnesota	Global
<b>2021 Exam Pass Rate</b>	78.4%	52.6%	51.1%
<b>2022 Exam Pass Rate</b>	88.6%	59.7%	55.7%
<b>2023 Exam Pass Rate</b>	91.2%	60.9%	58.0%

### 2021

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 3, 4 or 5 on the AP exam	Percent (Count) of students who did not take the AP exam at all	Percent (Count) of Students who Achieved a 1 or 2 on the AP exam
As / As	32.8% (87)	98.9% (86)	1.1% (1)	0% (0)
As / Bs	9.1% (24)	75.0% (18)	4.2% (1)	20.8% (5)
Bs / As	9.4% (25)	96.0% (24)	0% (0)	4.0% (1)
Bs / Bs	20.8% (55)	78.2% (43)	5.5% (3)	16.4% (9)
<b>All As and Bs</b>	<b>72.1% (191)</b>	<b>89.5% (171)</b>	<b>2.6% (5)</b>	<b>7.9% (15)</b>
As / Cs	1.5% (4)	50.0% (2)	0% (0)	50.0% (2)
Bs / Cs	6.0% (16)	31.3% (5)	12.5% (2)	56.3% (9)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	3.4% (9)	66.7% (6)	0% (0)	33.3% (3)
Cs / Cs	6.4% (17)	41.2% (7)	5.9% (1)	52.9% (9)
<b>All As, Bs and Cs</b>	<b>89.4% (237)</b>	<b>80.6% (191)</b>	<b>3.4% (8)</b>	<b>16.0% (38)</b>
Total number of students	265	195	16	54

### 2022

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 3, 4 or 5 on the AP exam	Percent (Count) of students who did not take the AP exam at all	Percent (Count) of Students who Achieved a 1 or 2 on the AP exam
As / As	52.1% (111)	100% (111)	0% (0)	0% (0)
As / Bs	12.2% (26)	96.2% (25)	0% (0)	3.8% (1)
Bs / As	2.8% (6)	83.3% (5)	0% (0)	16.7% (1)
Bs / Bs	16.0% (34)	88.2% (30)	5.9% (2)	5.9% (2)
<b>All As and Bs</b>	<b>83.1% (177)</b>	<b>96.6% (171)</b>	<b>1.1% (2)</b>	<b>2.3% (4)</b>
As / Cs	0% (0)	0% (0)	0% (0)	0% (0)
Bs / Cs	4.7% (10)	40.0% (4)	20.0% (2)	40.0% (4)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	3.3% (7)	85.7% (6)	0% (0)	14.3% (1)
Cs / Cs	4.2% (9)	22.2% (2)	0% (0)	77.8% (7)
<b>All As, Bs and Cs</b>	<b>95.3% (203)</b>	<b>90.1% (183)</b>	<b>2.0% (4)</b>	<b>7.9% (16)</b>
Total number of students	213	186	6	21

**2023**

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 3, 4 or 5 on the AP exam	Percent (Count) of students who did not take the AP exam at all	Percent (Count) of Students who Achieved a 1 or 2 on the AP exam
As / As	47.4% (109)	98.2% (107)	0% (0)	1.8% (2)
As / Bs	12.6% (29)	100% (29)	0% (0)	0% (0)
Bs / As	6.1% (14)	100% (14)	0% (0)	0% (0)
Bs / Bs	17.4% (40)	92.5% (37)	2.5% (1)	5.0% (2)
<b>All As and Bs</b>	<b>83.5% (192)</b>	<b>97.4% (187)</b>	<b>0.5% (1)</b>	<b>2.1% (4)</b>
As / Cs	0.4% (1)	100% (1)	0% (0)	0% (0)
Bs / Cs	7.8% (18)	61.1% (11)	5.6% (1)	33.3% (6)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	2.2% (5)	100% (5)	0% (0)	0% (0)
Cs / Cs	3.9% (9)	11.1% (1)	11.1% (1)	77.8% (7)
<b>All As, Bs and Cs</b>	<b>97.8% (225)</b>	<b>91.1% (205)</b>	<b>1.3% (3)</b>	<b>7.6% (17)</b>
Total number of students	230	206	4	20

### AP Spanish Language and Culture (Immersion and Spanish V)

	Minnetonka	Minnesota	Global
<b>2021 Exam Pass Rate</b>	95.2%	83.1%	79.3%
<b>2022 Exam Pass Rate</b>	96.1%	85.6%	80.8%
<b>2023 Exam Pass Rate</b>	97.7%	88.1%	82.7%

#### 2021

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 3, 4 or 5 on the AP exam	Percent (Count) of students who did not take the AP exam at all	Percent (Count) of Students who Achieved a 1 or 2 on the AP exam
As / As	20.9% (44)	100% (44)	0% (0)	0% (0)
As / Bs	18.5% (39)	100% (39)	0% (0)	0% (0)
Bs / As	5.2% (11)	90.9% (10)	9.1% (1)	0% (0)
Bs / Bs	25.1% (53)	98.1% (52)	0% (0)	1.9% (1)
<b>All As and Bs</b>	<b>69.7% (147)</b>	<b>98.6% (145)</b>	<b>0.7% (1)</b>	<b>0.7% (1)</b>
As / Cs	0.9% (2)	100% (2)	0% (0)	0% (0)
Bs / Cs	9.5% (20)	85.0% (17)	0% (0)	15.0% (3)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	1.9% (4)	100% (4)	0% (0)	0% (0)
Cs / Cs	13.3% (28)	85.7% (24)	0% (0)	14.3% (4)
<b>All As, Bs and Cs</b>	<b>95.3% (201)</b>	<b>95.5% (192)</b>	<b>0.5% (1)</b>	<b>4.0% (8)</b>
Total number of students	211	198	3	10

#### 2022

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 3, 4 or 5 on the AP exam	Percent (Count) of students who did not take the AP exam at all	Percent (Count) of Students who Achieved a 1 or 2 on the AP exam
As / As	26.8% (55)	94.5% (52)	1.8% (1)	3.6% (2)
As / Bs	3.4% (7)	100% (7)	0% (0)	0% (0)
Bs / As	12.7% (26)	100% (26)	0% (0)	0% (0)
Bs / Bs	35.1% (72)	95.8% (69)	1.4% (1)	2.8% (2)
<b>All As and Bs</b>	<b>78.0% (160)</b>	<b>96.3% (154)</b>	<b>1.3% (2)</b>	<b>2.5% (4)</b>
As / Cs	0% (0)	0% (0)	0% (0)	0% (0)
Bs / Cs	1.5% (3)	66.7% (2)	0% (0)	33.3% (1)
Cs / As	1.0% (2)	100% (2)	0% (0)	0% (0)
Cs / Bs	9.3% (19)	89.5% (17)	0% (0)	10.5% (2)
Cs / Cs	6.8% (14)	92.9% (13)	0% (0)	7.1% (1)
<b>All As, Bs and Cs</b>	<b>96.6% (198)</b>	<b>94.9% (188)</b>	<b>1.0% (2)</b>	<b>4.0% (8)</b>
Total number of students	205	195	2	8

**2023**

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 3, 4 or 5 on the AP exam	Percent (Count) of students who did not take the AP exam at all	Percent (Count) of Students who Achieved a 1 or 2 on the AP exam
As / As	29.9% (64)	100% (64)	0% (0)	0% (0)
As / Bs	4.7% (10)	100% (10)	0% (0)	0% (0)
Bs / As	12.1% (26)	100% (26)	0% (0)	0% (0)
Bs / Bs	37.4% (80)	97.5% (78)	1.3% (1)	1.3% (1)
<b>All As and Bs</b>	<b>84.1% (180)</b>	<b>98.9% (178)</b>	<b>0.6% (1)</b>	<b>0.6% (1)</b>
As / Cs	0% (0)	0% (0)	0% (0)	0% (0)
Bs / Cs	2.8% (6)	100% (6)	0% (0)	0% (0)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	7.0% (15)	93.3% (14)	0% (0)	6.7% (1)
Cs / Cs	4.2% (9)	88.9% (8)	0% (0)	11.1% (1)
<b>All As, Bs and Cs</b>	<b>98.1% (210)</b>	<b>98.1% (206)</b>	<b>0.5% (1)</b>	<b>1.4% (3)</b>
Total number of students	214	208	1	5

## AP Statistics

	Minnetonka	Minnesota	Global
<b>2021 Exam Pass Rate</b>	57.3%	63.6%	58.0%
<b>2022 Exam Pass Rate</b>	56.1%	67.0%	60.4%
<b>2023 Exam Pass Rate</b>	59.6%	65.5%	59.9%

## 2021

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 3, 4 or 5 on the AP exam	Percent (Count) of students who did not take the AP exam at all	Percent (Count) of Students who Achieved a 1 or 2 on the AP exam
As / As	52.0% (91)	65.9% (60)	14.3% (13)	20.0% (18)
As / Bs	11.4% (20)	20.0% (4)	15.0% (3)	65% (13)
Bs / As	6.9% (12)	33.3% (4)	8.3% (1)	58.3% (7)
Bs / Bs	19.4% (34)	20.6% (7)	23.5% (8)	559% (19)
<b>All As and Bs</b>	<b>89.7% (157)</b>	<b>48.1% (75)</b>	<b>16.0% (25)</b>	<b>36.3% (57)</b>
As / Cs	0.6% (1)	100% (1)	0% (0)	0% (0)
Bs / Cs	1.7% (3)	0% (0)	0% (0)	100% (3)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	1.7% (3)	33.3% (1)	33.3% (1)	33.3% (1)
Cs / Cs	3.4% (6)	0% (0)	33.3% (2)	66.7% (4)
<b>All As, Bs and Cs</b>	<b>97.1% (170)</b>	<b>45.3% (77)</b>	<b>16.5% (28)</b>	<b>38.2% (65)</b>
Total number of students	175	77	31	67

## 2022

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 3, 4 or 5 on the AP exam	Percent (Count) of students who did not take the AP exam at all	Percent (Count) of Students who Achieved a 1 or 2 on the AP exam
As / As	38.8% (85)	76.5% (65)	5.9% (5)	17.6% (15)
As / Bs	12.8% (28)	67.9% (19)	10.7% (3)	21.4% (6)
Bs / As	7.8% (17)	29.4% (5)	0% (0)	70.6% (12)
Bs / Bs	19.6% (43)	32.6% (14)	9.3% (4)	58.1% (25)
<b>All As and Bs</b>	<b>79.0% (173)</b>	<b>59.5% (103)</b>	<b>6.9% (12)</b>	<b>33.5% (58)</b>
As / Cs	0% (0)	0% (0)	0% (0)	0% (0)
Bs / Cs	7.8% (17)	35.3% (6)	0% (0)	64.7% (11)
Cs / As	0.9% (2)	50.0% (1)	50.0% (1)	0% (0)
Cs / Bs	2.3% (5)	0% (0)	0% (0)	100% (5)
Cs / Cs	2.7% (6)	0% (0)	16.7% (1)	83.3% (5)
<b>All As, Bs and Cs</b>	<b>92.7% (203)</b>	<b>54.2% (110)</b>	<b>6.9% (14)</b>	<b>38.9% (79)</b>
Total number of students	219	111	19	89

2023

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 3, 4 or 5 on the AP exam	Percent (Count) of students who did not take the AP exam at all	Percent (Count) of Students who Achieved a 1 or 2 on the AP exam
As / As	44.1% (93)	69.9% (65)	12.9% (12)	17.2% (16)
As / Bs	8.5% (18)	66.7% (12)	5.6% (1)	27.8% (5)
Bs / As	10.9% (23)	43.5% (10)	4.3% (1)	52.2% (12)
Bs / Bs	23.2% (49)	36.7% (18)	14.3% (7)	49.0% (24)
<b>All As and Bs</b>	<b>86.7% (183)</b>	<b>57.4% (105)</b>	<b>11.5% (21)</b>	<b>31.1% (57)</b>
As / Cs	0% (0)	0% (0)	0% (0)	0% (0)
Bs / Cs	2.4% (5)	0% (0)	20.0% (1)	80.0% (4)
Cs / As	1.4% (3)	0% (0)	0% (0)	100% (3)
Cs / Bs	3.8% (8)	0% (0)	0% (0)	100% (8)
Cs / Cs	2.4% (5)	0% (0)	20.0% (1)	80.0% (4)
<b>All As, Bs and Cs</b>	<b>96.7% (204)</b>	<b>51.5% (105)</b>	<b>11.3% (23)</b>	<b>37.3% (76)</b>
Total number of students	211	106	26	175

## AP Seminar

	Minnetonka	Minnesota	Global
<b>2021 Exam Pass Rate</b>	96.7%	91.7%	83.5%
<b>2022 Exam Pass Rate</b>	95.5%	93.8%	82.3%
<b>2023 Exam Pass Rate</b>	95.5%	89.4%	84.7%

## 2021

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 3, 4 or 5 on the AP exam	Percent (Count) of students who did not take the AP exam at all	Percent (Count) of Students who Achieved a 1 or 2 on the AP exam
As / As	63.0% (97)	97.9% (95)	1.0% (1)	1.0% (1)
As / Bs	3.8% (6)	100% (6)	0% (0)	0% (0)
Bs / As	10.9% (17)	94.1% (16)	5.9% (1)	0% (0)
Bs / Bs	10.3% (16)	87.5% (14)	0% (0)	12.5% (2)
<b>All As and Bs</b>	<b>88.3% (136)</b>	<b>96.3% (131)</b>	<b>1.5% (2)</b>	<b>2.2% (3)</b>
As / Cs	0% (0)	0% (0)	0% (0)	0% (0)
Bs / Cs	1.3% (2)	100% (2)	0% (0)	0% (0)
Cs / As	0.6% (1)	100% (1)	0% (0)	0% (0)
Cs / Bs	3.2% (5)	100% (5)	0% (0)	0% (0)
Cs / Cs	1.9% (3)	100% (3)	0% (0)	0% (0)
<b>All As, Bs and Cs</b>	<b>95.5% (147)</b>	<b>96.6% (142)</b>	<b>1.4% (2)</b>	<b>2.0% (3)</b>
Total number of students	154	146	3	5

## 2022

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 3, 4 or 5 on the AP exam	Percent (Count) of students who did not take the AP exam at all	Percent (Count) of Students who Achieved a 1 or 2 on the AP exam
As / As	65.7% (134)	96.3% (129)	0.7% (1)	4.0% (4)
As / Bs	5.9% (12)	91.7% (11)	0% (0)	8.3% (1)
Bs / As	6.4% (13)	100% (13)	0% (0)	0% (0)
Bs / Bs	10.8% (22)	90.9% (20)	4.5% (1)	4.5% (1)
<b>All As and Bs</b>	<b>88.7% (181)</b>	<b>95.6% (173)</b>	<b>1.1% (2)</b>	<b>3.3% (6)</b>
As / Cs	1.0% (2)	100% (2)	0% (0)	0% (0)
Bs / Cs	5.4% (11)	90.9% (10)	0% (0)	9.1% (1)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Cs	1.5% (3)	66.7% (2)	0% (0)	33.3% (1)
<b>All As, Bs and Cs</b>	<b>96.6% (197)</b>	<b>94.9% (187)</b>	<b>1.0% (2)</b>	<b>4.1% (8)</b>
Total number of students	204	192	3	9

**2023**

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 3, 4 or 5 on the AP exam	Percent (Count) of students who did not take the AP exam at all	Percent (Count) of Students who Achieved a 1 or 2 on the AP exam
As / As	65.5% (163)	99.4% (162)	0% (0)	0.6% (1)
As / Bs	9.2% (23)	87.0% (20)	4.3% (1)	8.7% (2)
Bs / As	1.2% (3)	100% (3)	0% (0)	0% (0)
Bs / Bs	12.9% (32)	84.4% (27)	0% (0)	15.6% (5)
<b>All As and Bs</b>	<b>88.8% (221)</b>	<b>95.9% (212)</b>	<b>0.5% (1)</b>	<b>3.6% (8)</b>
As / Cs	1.2% (3)	100% (3)	0% (0)	0% (0)
Bs / Cs	4.4% (11)	90.9% (10)	9.1% (1)	0% (0)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	0.4% (1)	100% (1)	0% (0)	0% (0)
Cs / Cs	1.2% (3)	33.3% (1)	33.3% (1)	33.3% (1)
<b>All As, Bs and Cs</b>	<b>96.0% (239)</b>	<b>95.0% (227)</b>	<b>1.3% (3)</b>	<b>3.8% (9)</b>
Total number of students	249	235	3	11

## AP U.S. History

	Minnetonka	Minnesota	Global
<b>2021 Exam Pass Rate</b>	66.9%	48.1%	47.2%
<b>2022 Exam Pass Rate</b>	77.1%	52.6%	48.2%
<b>2023 Exam Pass Rate</b>	83.9%	50.9%	47.5%

### 2021

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 3, 4 or 5 on the AP exam	Percent (Count) of students who did not take the AP exam at all	Percent (Count) of Students who Achieved a 1 or 2 on the AP exam
As / As	34.9% (59)	91.5% (54)	1.7% (1)	6.8% (4)
As / Bs	7.1% (12)	83.3% (10)	8.3% (1)	8.3% (1)
Bs / As	13.6% (23)	82.6% (19)	0% (0)	17.4% (4)
Bs / Bs	23.7% (40)	45.0% (18)	2.5% (1)	52.5% (21)
<b>All As and Bs</b>	<b>79.3% (134)</b>	<b>75.4% (101)</b>	<b>2.2% (3)</b>	<b>22.4% (30)</b>
As / Cs	0% (0)	0% (0)	0% (0)	0% (0)
Bs / Cs	1.8% (3)	33.3% (1)	33.3% (1)	33.3% (1)
Cs / As	0.6% (1)	100% (1)	0% (0)	0% (0)
Cs / Bs	9.5% (16)	25.0% (4)	6.3% (1)	68.8% (11)
Cs / Cs	7.1% (12)	0% (0)	16.7% (2)	83.3% (10)
<b>All As, Bs and Cs</b>	<b>98.2% (166)</b>	<b>64.5% (107)</b>	<b>4.2% (7)</b>	<b>31.3% (52)</b>
Total number of students	169	107	8	54

### 2022

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 3, 4 or 5 on the AP exam	Percent (Count) of students who did not take the AP exam at all	Percent (Count) of Students who Achieved a 1 or 2 on the AP exam
As / As	27.5% (42)	100% (42)	0% (0)	0% (0)
As / Bs	3.3% (5)	100% (5)	0% (0)	0% (0)
Bs / As	11.1% (17)	100% (17)	0% (0)	0% (0)
Bs / Bs	30.7% (47)	83.0% (39)	0% (0)	17.0% (8)
<b>All As and Bs</b>	<b>72.5% (111)</b>	<b>92.8% (103)</b>	<b>0% (0)</b>	<b>7.2% (8)</b>
As / Cs	0% (0)	0% (0)	0% (0)	0% (0)
Bs / Cs	4.6% (7)	85.7% (6)	0% (0)	14.3% (1)
Cs / As	0.7% (1)	100% (1)	0% (0)	0% (0)
Cs / Bs	4.6% (7)	42.9% (3)	0% (0)	57.1% (4)
Cs / Cs	10.5% (16)	31.3% (5)	0% (0)	68.8% (11)
<b>All As, Bs and Cs</b>	<b>92.8% (142)</b>	<b>82.5% (118)</b>	<b>0% (0)</b>	<b>16.9% (24)</b>
Total number of students	153	118	0	35

**2023**

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 3, 4 or 5 on the AP exam	Percent (Count) of students who did not take the AP exam at all	Percent (Count) of Students who Achieved a 1 or 2 on the AP exam
As / As	33.3% (47)	97.9% (46)	0% (0)	2.1% (1)
As / Bs	4.3% (6)	83.3% (5)	0% (0)	16.7% (1)
Bs / As	12.1% (17)	94.1% (16)	0% (0)	5.9% (1)
Bs / Bs	26.2% (37)	94.6% (35)	0% (0)	5.4% (2)
<b>All As and Bs</b>	<b>75.9% (107)</b>	<b>95.3% (102)</b>	<b>0% (0)</b>	<b>4.7% (5)</b>
As / Cs	0.7% (1)	100% (1)	0% (0)	0% (0)
Bs / Cs	1.4% (2)	50.0% (1)	0% (0)	50.0% (1)
Cs / As	0.7% (1)	100% (1)	0% (0)	0% (0)
Cs / Bs	6.4% (9)	55.6% (5)	0% (0)	44.4% (4)
Cs / Cs	7.8% (11)	63.6% (7)	0% (0)	36.4% (4)
<b>All As, Bs and Cs</b>	<b>92.9% (131)</b>	<b>89.3% (117)</b>	<b>0% (0)</b>	<b>10.7% (14)</b>
Total number of students	141	119	0	22

## IB Biology SL

	Minnetonka	Global
<b>2021 Exam Pass Rate</b>	97.1%	80.0%
<b>2022 Exam Pass Rate</b>	98.4%	79.1%
<b>2023 Exam Pass Rate</b>	94.7%	65.0%

### 2021

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 4, 5, 6, or 7 on the IB exam	Percent (Count) of students who did not take the IB exam at all	Percent (Count) of Students who Achieved a 1, 2, or 3 on the IB exam
As / As	40.1% (57)	100% (57)	0% (0)	0% (0)
As / Bs	4.9% (7)	100% (7)	0% (0)	0% (0)
Bs / As	15.5% (22)	95.5% (21)	4.5% (1)	0% (0)
Bs / Bs	22.5% (32)	93.8% (30)	6.3% (2)	0% (0)
<b>All As and Bs</b>	<b>83.1% (118)</b>	<b>97.5% (115)</b>	<b>2.5% (3)</b>	<b>0% (0)</b>
As / Cs	0% (0)	0% (0)	0% (0)	0% (0)
Bs / Cs	1.4% (2)	0% (0)	50.0% (1)	50.0% (1)
Cs / As	1.4% (2)	100% (2)	0% (0)	0% (0)
Cs / Bs	4.9% (7)	100% (7)	0% (0)	0% (0)
Cs / Cs	5.6% (8)	75.0% (6)	0% (0)	25.0% (2)
<b>All As, Bs and Cs</b>	<b>96.5% (137)</b>	<b>94.9% (130)</b>	<b>2.9% (4)</b>	<b>2.2% (3)</b>
Total number of students	142	134	4	4

### 2022

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 4, 5, 6, or 7 on the IB exam	Percent (Count) of students who did not take the IB exam at all	Percent (Count) of Students who Achieved a 1, 2, or 3 on the IB exam
As / As	39.2% (51)	100% (51)	0% (0)	0% (0)
As / Bs	7.8% (10)	100% (10)	0% (0)	0% (0)
Bs / As	3.8% (5)	100% (5)	0% (0)	0% (0)
Bs / Bs	28.5% (37)	97.3% (36)	0% (0)	2.7% (1)
<b>All As and Bs</b>	<b>79.2% (103)</b>	<b>99.0% (102)</b>	<b>0% (0)</b>	<b>1.0% (1)</b>
As / Cs	0% (0)	0% (0)	0% (0)	0% (0)
Bs / Cs	6.9% (9)	100% (9)	0% (0)	0% (0)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	5.4% (7)	100% (7)	0% (0)	0% (0)
Cs / Cs	4.6% (6)	100% (6)	0% (0)	0% (0)
<b>All As, Bs and Cs</b>	<b>96.2% (125)</b>	<b>99.2% (124)</b>	<b>0% (0)</b>	<b>0.8% (1)</b>
Total number of students	130	127	1	2

**2023**

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 4, 5, 6, or 7 on the IB exam	Percent (Count) of students who did not take the IB exam at all	Percent (Count) of Students who Achieved a 1, 2, or 3 on the IB exam
As / As	34.9% (60)	100% (60)	0% (0)	0% (0)
As / Bs	5.8% (10)	100% (10)	0% (0)	0% (0)
Bs / As	4.7% (8)	100% (8)	0% (0)	0% (0)
Bs / Bs	26.7% (46)	100% (46)	0% (0)	0% (0)
<b>All As and Bs</b>	<b>72.1% (124)</b>	<b>100% (124)</b>	<b>0% (0)</b>	<b>0% (0)</b>
As / Cs	0% (0)	0% (0)	0% (0)	0% (0)
Bs / Cs	4.1% (7)	100% (7)	0% (0)	0% (0)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	4.7% (8)	87.5% (7)	0% (0)	12.5% (1)
Cs / Cs	11.0% (19)	89.5% (17)	0% (0)	10.5% (2)
<b>All As, Bs and Cs</b>	<b>91.9% (158)</b>	<b>98.1% (155)</b>	<b>0% (0)</b>	<b>1.9% (3)</b>
Total number of students	172	163	0	9

**IB Business Management SL**

	<b>Minnetonka</b>	<b>Global</b>
<b>2021 Exam Pass Rate</b>	99.0%	96.7%
<b>2022 Exam Pass Rate</b>	95.9%	85.5%
<b>2023 Exam Pass Rate</b>	90.7%	85.1%

**2021**

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 4, 5, 6, or 7 on the IB exam	Percent (Count) of students who did not take the IB exam at all	Percent (Count) of Students who Achieved a 1, 2, or 3 on the IB exam
As / As	46.5% (53)	92.5% (49)	7.5% (4)	0% (0)
As / Bs	19.3% (22)	100% (22)	0% (0)	0% (0)
Bs / As	1.8% (2)	100% (2)	0% (0)	0% (0)
Bs / Bs	11.4% (13)	69.2% (9)	30.8% (4)	0% (0)
<b>All As and Bs</b>	<b>78.9% (90)</b>	<b>91.1% (82)</b>	<b>8.9% (8)</b>	<b>0% (0)</b>
As / Cs	3.5% (4)	100% (4)	0% (0)	0% (0)
Bs / Cs	7.9% (9)	88.9% (8)	11.1% (1)	0% (0)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	0.9% (1)	0% (0)	100% (1)	0% (0)
Cs / Cs	1.8% (2)	50.0% (1)	50.0% (1)	0% (0)
<b>All As, Bs and Cs</b>	<b>93.0% (106)</b>	<b>89.6% (95)</b>	<b>10.4% (11)</b>	<b>0% (0)</b>
Total number of students	114	98	15	1

**2022**

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 4, 5, 6, or 7 on the IB exam	Percent (Count) of students who did not take the IB exam at all	Percent (Count) of Students who Achieved a 1, 2, or 3 on the IB exam
As / As	55.3% (83)	100% (83)	0% (0)	0% (0)
As / Bs	13.3% (20)	95.0% (19)	0% (0)	5.0% (1)
Bs / As	3.3% (5)	100% (5)	0% (0)	0% (0)
Bs / Bs	16.0% (24)	91.7% (22)	0% (0)	8.3% (2)
<b>All As and Bs</b>	<b>88.0% (132)</b>	<b>97.7% (129)</b>	<b>0% (0)</b>	<b>2.3% (3)</b>
As / Cs	1.3% (2)	100% (2)	0% (0)	0% (0)
Bs / Cs	4.7% (7)	100% (7)	0% (0)	0% (0)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	0.7% (1)	100% (1)	0% (0)	0% (0)
Cs / Cs	2.0% (3)	33.3% (1)	0% (0)	66.7% (2)
<b>All As, Bs and Cs</b>	<b>96.7% (145)</b>	<b>96.6% (140)</b>	<b>0% (0)</b>	<b>3.4% (5)</b>
Total number of students	150	142	2	6

**2023**

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 4, 5, 6, or 7 on the IB exam	Percent (Count) of students who did not take the IB exam at all	Percent (Count) of Students who Achieved a 1, 2, or 3 on the IB exam
As / As	60.5% (95)	93.7% (89)	3.2% (3)	3.2% (3)
As / Bs	10.8% (17)	94.1% (16)	5.9% (1)	0% (0)
Bs / As	5.7% (9)	88.9% (8)	0% (0)	11.1% (1)
Bs / Bs	12.1% (19)	73.7% (14)	0% (0)	26.3% (5)
<b>All As and Bs</b>	<b>89.2% (140)</b>	<b>90.7% (127)</b>	<b>2.9% (4)</b>	<b>6.4% (9)</b>
As / Cs	0.6% (1)	0% (0)	100% (1)	0% (0)
Bs / Cs	5.1% (8)	62.5% (5)	12.5% (1)	25.0% (2)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	1.3% (2)	50.0% (1)	0% (0)	50.0% (1)
Cs / Cs	2.5% (4)	50.0% (2)	25.0% (1)	25.0% (1)
<b>All As, Bs and Cs</b>	<b>98.7% (155)</b>	<b>87.1% (135)</b>	<b>4.5% (7)</b>	<b>8.4% (13)</b>
Total number of students	157	135	8	14

## IB English A Language & Literature SL

	Minnetonka	Global
<b>2021 Exam Pass Rate</b>	97.2%	97.2%
<b>2022 Exam Pass Rate</b>	100%	94.9%
<b>2023 Exam Pass Rate</b>	95.3%	92.3%

### 2021

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 4, 5, 6, or 7 on the IB exam	Percent (Count) of students who did not take the IB exam at all	Percent (Count) of Students who Achieved a 1, 2, or 3 on the IB exam
As / As	61.4% (70)	100% (70)	0% (0)	0% (0)
As / Bs	7.0% (8)	62.5% (5)	37.5% (3)	0% (0)
Bs / As	2.6% (3)	100% (3)	0% (0)	0% (0)
Bs / Bs	23.7% (27)	85.2% (23)	7.4% (2)	7.4% (2)
<b>All As and Bs</b>	<b>94.7% (108)</b>	<b>93.5% (101)</b>	<b>4.6% (5)</b>	<b>1.9% (2)</b>
As / Cs	0% (0)	0% (0)	0% (0)	0% (0)
Bs / Cs	2.6% (3)	66.7% (2)	33.3% (1)	0% (0)
Cs / As	0.9% (1)	0% (0)	100% (1)	0% (0)
Cs / Bs	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Cs	0.9% (1)	100% (1)	0% (0)	0% (0)
<b>All As, Bs and Cs</b>	<b>99.1% (113)</b>	<b>92.0% (104)</b>	<b>8.0% (7)</b>	<b>1.8% (2)</b>
Total number of students	114	104	7	3

### 2022

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 4, 5, 6, or 7 on the IB exam	Percent (Count) of students who did not take the IB exam at all	Percent (Count) of Students who Achieved a 1, 2, or 3 on the IB exam
As / As	58.1% (97)	100% (97)	0% (0)	0% (0)
As / Bs	17.4% (29)	100% (29)	0% (0)	0% (0)
Bs / As	2.4% (4)	100% (4)	0% (0)	0% (0)
Bs / Bs	9.0% (15)	93.3% (14)	6.7% (1)	0% (0)
<b>All As and Bs</b>	<b>86.8% (145)</b>	<b>99.3% (144)</b>	<b>0.7% (1)</b>	<b>0% (0)</b>
As / Cs	0% (0)	0% (0)	0% (0)	0% (0)
Bs / Cs	4.8% (8)	100% (8)	0% (0)	0% (0)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	1.8% (3)	100% (3)	0% (0)	0% (0)
Cs / Cs	3.0% (5)	100% (5)	0% (0)	0% (0)
<b>All As, Bs and Cs</b>	<b>96.4% (161)</b>	<b>99.4% (160)</b>	<b>0.6% (1)</b>	<b>0% (0)</b>
Total number of students	167	164	3	0

2023

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 4, 5, 6, or 7 on the IB exam	Percent (Count) of students who did not take the IB exam at all	Percent (Count) of Students who Achieved a 1, 2, or 3 on the IB exam
As / As	42.2% (68)	97.1% (66)	2.9% (2)	0% (0)
As / Bs	17.4% (28)	89.3% (25)	7.1% (2)	3.6% (1)
Bs / As	5.6% (9)	88.9% (8)	11.1% (1)	0% (0)
Bs / Bs	20.5% (33)	97.0% (32)	3.0% (1)	0% (0)
<b>All As and Bs</b>	<b>85.7% (138)</b>	<b>94.9% (131)</b>	<b>4.3% (6)</b>	<b>0.7% (1)</b>
As / Cs	0.6% (1)	100% (1)	0% (0)	0% (0)
Bs / Cs	5.0% (8)	75.0% (6)	12.5% (1)	12.5% (1)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	2.5% (4)	75.0% (3)	0% (0)	25.0% (1)
Cs / Cs	3.1% (5)	20.0% (1)	20.0% (1)	60.0% (3)
<b>All As, Bs and Cs</b>	<b>96.9% (156)</b>	<b>91.0% (142)</b>	<b>5.1% (8)</b>	<b>3.8% (6)</b>
Total number of students	161	144	10	7

## IB Physics

	Minnetonka	Global
<b>2021 Exam Pass Rate</b>	86.5%	84.9%
<b>2022 Exam Pass Rate</b>	91.0%	77.1%
<b>2023 Exam Pass Rate</b>	64.2%	62.7%

### 2021

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 4, 5, 6, or 7 on the IB exam	Percent (Count) of students who did not take the IB exam at all	Percent (Count) of Students who Achieved a 1, 2, or 3 on the IB exam
As / As	62.4% (73)	87.7% (64)	6.8% (5)	5.5% (4)
As / Bs	17.9% (21)	52.4% (11)	14.3% (3)	33.3% (7)
Bs / As	0% (0)	0% (0)	0% (0)	0% (0)
Bs / Bs	11.1% (13)	92.3% (12)	0% (0)	7.7% (1)
<b>All As and Bs</b>	<b>91.5% (107)</b>	<b>81.3% (87)</b>	<b>7.5% (8)</b>	<b>11.2% (12)</b>
As / Cs	0% (0)	0% (0)	0% (0)	0% (0)
Bs / Cs	2.6% (3)	0% (0)	66.7% (2)	33.3% (1)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	0.9% (1)	100% (1)	0% (0)	0% (0)
Cs / Cs	1.7% (2)	50.0% (1)	50.0% (1)	0% (0)
<b>All As, Bs and Cs</b>	<b>96.6% (113)</b>	<b>78.8% (89)</b>	<b>9.7% (11)</b>	<b>11.5% (13)</b>
Total number of students	117	90	13	14

### 2022

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 4, 5, 6, or 7 on the IB exam	Percent (Count) of students who did not take the IB exam at all	Percent (Count) of Students who Achieved a 1, 2, or 3 on the IB exam
As / As	67.6% (46)	97.8% (45)	0% (0)	2.2% (1)
As / Bs	5.9% (4)	100% (4)	0% (0)	0% (0)
Bs / As	4.4% (3)	100% (3)	0% (0)	0% (0)
Bs / Bs	10.3% (7)	100% (7)	0% (0)	0% (0)
<b>All As and Bs</b>	<b>88.2% (60)</b>	<b>98.3% (59)</b>	<b>0% (0)</b>	<b>1.7% (1)</b>
As / Cs	0% (0)	0% (0)	0% (0)	0% (0)
Bs / Cs	1.5% (1)	0% (0)	0% (0)	100% (1)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	4.4% (3)	33.3% (1)	0% (0)	66.7% (2)
Cs / Cs	2.9% (2)	0% (0)	0% (0)	100% (2)
<b>All As, Bs and Cs</b>	<b>97.1% (66)</b>	<b>90.9% (60)</b>	<b>0% (0)</b>	<b>9.1% (6)</b>
Total number of students	68	61	1	6

**2023**

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 4, 5, 6, or 7 on the IB exam	Percent (Count) of students who did not take the IB exam at all	Percent (Count) of Students who Achieved a 1, 2, or 3 on the IB exam
As / As	49.4% (42)	88.1% (37)	0% (0)	11.9% (5)
As / Bs	18.8% (16)	50.0% (8)	6.3% (1)	43.8% (7)
Bs / As	2.4% (2)	0% (0)	0% (0)	100% (2)
Bs / Bs	18.8% (16)	43.8% (7)	0% (0)	56.3% (9)
<b>All As and Bs</b>	<b>89.4% (76)</b>	<b>68.4% (52)</b>	<b>1.3% (1)</b>	<b>30.3% (23)</b>
As / Cs	0% (0)	0% (0)	0% (0)	0% (0)
Bs / Cs	1.2% (1)	0% (0)	0% (0)	100% (1)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	3.5% (3)	0% (0)	0% (0)	100% (3)
Cs / Cs	3.5% (3)	0% (0)	66.7% (2)	33.3% (1)
<b>All As, Bs and Cs</b>	<b>97.6% (83)</b>	<b>62.7% (52)</b>	<b>3.6% (3)</b>	<b>33.7% (28)</b>
Total number of students	85	52	4	29

## IB English Literature HL Year 2

	Minnetonka	Global
<b>2021 Exam Pass Rate</b>	100%	93.8%
<b>2022 Exam Pass Rate</b>	100%	92.5%
<b>2023 Exam Pass Rate</b>	98.4%	89.9%

### 2021

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 4, 5, 6, or 7 on the IB exam	Percent (Count) of students who did not take the IB exam at all	Percent (Count) of Students who Achieved a 1, 2, or 3 on the IB exam
As / As	20.5% (9)	100% (9)	0% (0)	0% (0)
As / Bs	13.6% (6)	66.7% (4)	33.3% (2)	0% (0)
Bs / As	20.5% (9)	100% (9)	0% (0)	0% (0)
Bs / Bs	29.5% (13)	92.3% (12)	7.7% (1)	0% (0)
<b>All As and Bs</b>	<b>84.1% (37)</b>	<b>91.9% (34)</b>	<b>8.1% (3)</b>	<b>0% (0)</b>
As / Cs	0% (0)	0% (0)	0% (0)	0% (0)
Bs / Cs	2.3% (1)	100% (1)	0% (0)	0% (0)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	6.8% (3)	100% (3)	0% (0)	0% (0)
Cs / Cs	6.8% (3)	66.7% (2)	33.3% (1)	0% (0)
<b>All As, Bs and Cs</b>	<b>100% (44)</b>	<b>90.9% (40)</b>	<b>9.1% (4)</b>	<b>0% (0)</b>
Total number of students	44	40	4	0

### 2022

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 4, 5, 6, or 7 on the IB exam	Percent (Count) of students who did not take the IB exam at all	Percent (Count) of Students who Achieved a 1, 2, or 3 on the IB exam
As / As	50.0% (33)	100% (33)	0% (0)	0% (0)
As / Bs	6.1% (4)	100% (4)	0% (0)	0% (0)
Bs / As	6.1% (4)	100% (4)	0% (0)	0% (0)
Bs / Bs	33.3% (22)	100% (22)	0% (0)	0% (0)
<b>All As and Bs</b>	<b>95.5% (63)</b>	<b>100% (63)</b>	<b>0% (0)</b>	<b>0% (0)</b>
As / Cs	0% (0)	0% (0)	0% (0)	0% (0)
Bs / Cs	4.5% (3)	100% (3)	0% (0)	0% (0)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Cs	0% (0)	0% (0)	0% (0)	0% (0)
<b>All As, Bs and Cs</b>	<b>110% (66)</b>	<b>100% (66)</b>	<b>0% (0)</b>	<b>0% (0)</b>
Total number of students	66	66	0	0

**2023**

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 4, 5, 6, or 7 on the IB exam	Percent (Count) of students who did not take the IB exam at all	Percent (Count) of Students who Achieved a 1, 2, or 3 on the IB exam
As / As	40.0% (26)	100% (26)	0% (0)	0% (0)
As / Bs	4.6% (3)	100% (3)	0% (0)	0% (0)
Bs / As	15.4% (10)	100% (10)	0% (0)	0% (0)
Bs / Bs	18.8% (16)	100% (16)	0% (0)	0% (0)
<b>All As and Bs</b>	<b>84.6% (55)</b>	<b>100% (55)</b>	<b>0% (0)</b>	<b>0% (0)</b>
As / Cs	0% (0)	0% (0)	0% (0)	0% (0)
Bs / Cs	10.8% (7)	85.7% (6)	0% (0)	14.3% (1)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	1.5% (1)	100% (1)	0% (0)	0% (0)
Cs / Cs	1.5% (1)	100% (1)	0% (0)	0% (0)
<b>All As, Bs and Cs</b>	<b>98.5% (64)</b>	<b>98.4% (63)</b>	<b>0% (0)</b>	<b>1.6% (1)</b>
Total number of students	65	63	1	1

## IB Spanish B SL

	Minnetonka	Global
<b>2021 Exam Pass Rate</b>	100%	93.0%
<b>2022 Exam Pass Rate</b>	100%	91.0%
<b>2023 Exam Pass Rate</b>	96.4%	90.2%

### 2021

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 4, 5, 6, or 7 on the IB exam	Percent (Count) of students who did not take the IB exam at all	Percent (Count) of Students who Achieved a 1, 2, or 3 on the IB exam
As / As	39.6% (21)	81.0% (17)	19.0% (4)	0% (0)
As / Bs	9.4% (5)	80.0% (4)	20.0% (1)	0% (0)
Bs / As	11.3% (6)	66.7% (4)	33.3% (2)	0% (0)
Bs / Bs	26.4% (14)	85.7% (12)	14.3% (2)	0% (0)
<b>All As and Bs</b>	<b>86.8% (46)</b>	<b>80.4% (37)</b>	<b>19.6% (9)</b>	<b>0% (0)</b>
As / Cs	0% (0)	0% (0)	0% (0)	0% (0)
Bs / Cs	3.7% (2)	100% (2)	0% (0)	0% (0)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	3.7% (2)	50.0% (1)	50.0% (1)	0% (0)
Cs / Cs	1.9% (1)	100% (1)	0% (0)	0% (0)
<b>All As, Bs and Cs</b>	<b>96.2% (51)</b>	<b>80.4% (41)</b>	<b>19.6% (10)</b>	<b>0% (0)</b>
Total number of students	53	41	12	0

### 2022

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 4, 5, 6, or 7 on the IB exam	Percent (Count) of students who did not take the IB exam at all	Percent (Count) of Students who Achieved a 1, 2, or 3 on the IB exam
As / As	52.8% (28)	100% (28)	0% (0)	0% (0)
As / Bs	18.9% (10)	100% (10)	0% (0)	0% (0)
Bs / As	0% (0)	0% (0)	0% (0)	0% (0)
Bs / Bs	15.1% (8)	100%	0% (0)	0% (0)
<b>All As and Bs</b>	<b>86.8% (46)</b>	<b>100% (46)</b>	<b>0% (0)</b>	<b>0% (0)</b>
As / Cs	0% (0)	0% (0)	0% (0)	0% (0)
Bs / Cs	5.7% (3)	66.7% (2)	33.3% (1)	0% (0)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Cs	1.9% (1)	100% (1)	0% (0)	0% (0)
<b>All As, Bs and Cs</b>	<b>94.3% (50)</b>	<b>98.0% (49)</b>	<b>2.0% (1)</b>	<b>0% (0)</b>
Total number of students	53	52	1	0

**2023**

Student Course Grades (S1/S2)	Percent (Count) of Students Earning the Grades	Percent (Count) of Students who Achieved a 4, 5, 6, or 7 on the IB exam	Percent (Count) of students who did not take the IB exam at all	Percent (Count) of Students who Achieved a 1, 2, or 3 on the IB exam
As / As	46.9% (15)	86.7% (13)	13.3% (2)	0% (0)
As / Bs	6.3% (2)	100% (2)	0% (0)	0% (0)
Bs / As	15.6% (5)	100% (5)	0% (0)	0% (0)
Bs / Bs	25.0% (8)	75.0% (6)	25.0% (2)	0% (0)
<b>All As and Bs</b>	<b>93.8% (30)</b>	<b>86.7% (26)</b>	<b>13.3% (4)</b>	<b>0% (0)</b>
As / Cs	0% (0)	0% (0)	0% (0)	0% (0)
Bs / Cs	0% (0)	0% (0)	0% (0)	0% (0)
Cs / As	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Bs	0% (0)	0% (0)	0% (0)	0% (0)
Cs / Cs	3.1% (1)	0% (0)	0% (0)	100% (1)
<b>All As, Bs and Cs</b>	<b>96.9% (31)</b>	<b>83.9% (26)</b>	<b>12.9% (4)</b>	<b>3.2% (1)</b>
Total number of students	32	27	4	1

**AP and IB Grades:  
Expanded Study  
2/9/24**

### AP Human Geography

	Minnetonka	Minnesota	Global
<b>2021 Exam Pass Rate</b>	82.9%	63.5%	52.5%
<b>2022 Exam Pass Rate</b>	91.6%	62.6%	53.2%
<b>2023 Exam Pass Rate</b>	87.1%	61.3%	54.3%

School Year	Count of Students who completed the course	Percent of Students who earned A-C grades and achieved a 3, 4, or 5 on the AP exam.	Percent of Students who earned A-C grades AND achieved a 1 or 2 on the AP exam or did not take the AP exam.	Percent of Students who achieved a 3, 4, or 5 on the AP exam AND did not earn A-C grades	Percent of Students who did not earn A-C grades AND achieved a 1 or 2 on the AP exam or did not take the AP exam.
2021 SY	275	78.9% (217)	15.6% (43)	2.5% (7)	2.9% (8)
2022 SY	262	91.2% (239)	6.1% (16)	0% (0)	2.7% (7)
2023 SY	259	84.6% (219)	9.7% (25)	1.2% (3)	4.6% (12)

### AP U.S. History

	Minnetonka	Minnesota	Global
<b>2021 Exam Pass Rate</b>	66.9%	48.1%	47.2%
<b>2022 Exam Pass Rate</b>	77.1%	52.6%	48.2%
<b>2023 Exam Pass Rate</b>	83.9%	50.9%	47.5%

School Year	Count of Students who completed the course	Percent of Students who earned A-C grades and achieved a 3, 4, or 5 on the AP exam.	Percent of Students who earned A-C grades AND achieved a 1 or 2 on the AP exam or did not take the AP exam.	Percent of Students who achieved a 3, 4, or 5 on the AP exam AND did not earn A-C grades	Percent of Students who did not earn A-C grades AND achieved a 1 or 2 on the AP exam or did not take the AP exam.
2021 SY	169	63.3% (107)	34.9% (59)	0% (0)	1.8% (3)
2022 SY	153	77.1% (118)	15.7% (24)	0% (0)	7.2% (11)
2023 SY	141	83.0% (117)	9.9% (14)	1.4% (2)	5.7% (8)

## IB Physics

	Minnetonka	Global
<b>2021 Exam Pass Rate</b>	86.5%	84.9%
<b>2022 Exam Pass Rate</b>	91.0%	77.1%
<b>2023 Exam Pass Rate</b>	64.2%	62.7%

School Year	Count of Students who completed the course	Percent of Students who earned A-C grades and achieved a 4, 5, 6 or 7 on the IB exam.	Percent of Students who earned A-C grades AND achieved a 1, 2, or 3 on the IB exam or did not take the IB exam.	Percent of Students who achieved a 4, 5, 6, or 7 on the IB exam AND did not earn A-C grades	Percent of Students who did not earn A-C grades AND achieved a 1, 2 or 3 on the IB exam or did not take the IB exam.
2021 SY	117	76.1% (89)	20.5% (24) <sup>9</sup>	0.9% (1) <sup>9</sup>	2.6% (3)
2022 SY	68	88.2% (60)	8.8% (6) <sup>9</sup>	1.5% (1) <sup>9</sup>	1.5% (1)
2023 SY	85	61.2% (52)	36.5% (31) <sup>9</sup>	0% (0) <sup>9</sup>	2.4% (2)