



**LEARN ABOUT OUR
ADVANCED RESEARCH PROGRAM**



INNOVATE.



INSPIRE.



EXCEL.



Community Confidence

Voter-approved resources fund 21st Century programs and achievement



DENNIS PETERSON
Superintendent of Schools

powerful decisions have been earned by past success in using tax dollars well and inspiring students to high levels of performance. We are committed to using the new funds effectively and efficiently over the next ten years.

STRONG FINANCIAL POSITION

The new levies enable the District to transition finances just when enrollment growth is leveling off, and the District has reached its strongest financial position ever. The strategy of using enrollment growth over the past ten years to get the District through the financial challenges of the big recession and slow recovery, which devastated many districts, worked extremely well. It enabled the District to avoid closing at least three schools and laying off hundreds of employees, as Open Enrollment brought in more students, obviously, but it also brought in money to not only support the new students but all resident students at a much higher level. Open Enrollment for 2016-17 brings in \$23 million and has brought in over \$100 million since 2007.

NEW LEVELS OF ACHIEVEMENT

Having sufficient resources over the years has enabled the District to hire and retain outstanding teachers, add important 21st Century programs, improve the curriculum and, ultimately, enable students to reach incredible new levels of achievement.

Seniors have used those improvements to climb from 23.1 on the ACT in 2002 to 26.9 in 2015. Students more than doubled their enrollment in Advanced Placement, International Baccalaureate and other advanced courses, and the number of National Merit Scholars climbed from two Semifinalists and five Commended students in 2002 to seventeen Semifinalists and thirty-six Commended students. There are forty National AP Scholars. If Minnetonka were a country, it would be first in the world in reading and science and second in math. And, fifth graders average “beyond eleventh grade level” on the national NWEA test.

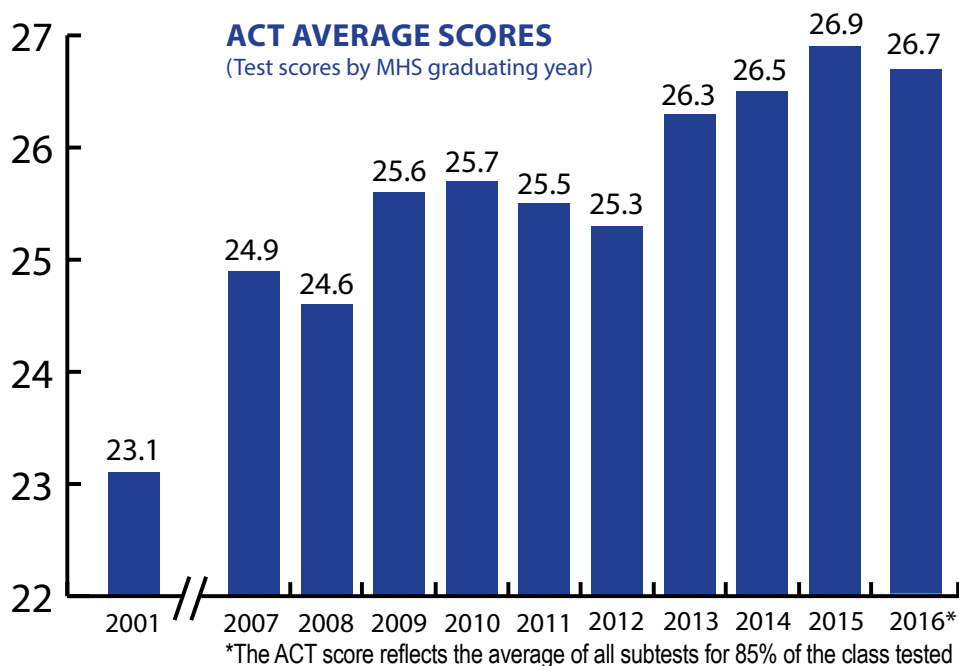
Thanks, Minnetonka!

“ Having sufficient resources over the years has enabled the District to hire and retain outstanding teachers, add important 21st Century programs, improve the curriculum and, ultimately, enable students to reach incredible new levels of achievement.

The 2015-16 year was outstanding for Minnetonka students, staff members and families. The incredible support of voters for new ten-year Operating (72%) and Technology levies (73%) illustrated the confidence the community has in the District to spend money well to serve students. These

Celebrating ACT achievement

For Minnetonka High School, the ACT is a critical measure of excellence in education



WHY ACT MATTERS

For students, their ACT score is a key to opportunity.

- ACT scores influence admissions, scholarship and financial aid decisions
- ACT scores affect opportunities for post-secondary education
- Strong ACT scores have been linked to future economic prosperity

ACT scores over the last 16 years are a direct reflection of intentional study and focus on providing Minnetonka

students a world-class education. They reflect overall quality of the District's educational program.

Among the Class of 2016, four students earned a 36 out of 36 possible on the exam:

- Ian Bush
- Ari Conati
- Benjamin Ogilvie
- Arjun Viswanathan

Five members of the Class of 2017 are carrying on the tradition. ►

33.0

the average ACT score for the **Top 100** students

31.5

the average ACT score for the **Top 200** students

29.2

the average ACT score for the **Top 400** students

Class of 2017 OUTSTANDING RESULTS

Congratulations! These students earned a perfect score of 36 on the ACT exam:



Fiona O'Connell



Sky Sotto



Lauren Otolski



Isaac Schrof



Carl Ell-Egermeier



Minnetonka Alumni

The visual measure of our success

Our district goals

The Minnetonka School Board has a vision for world-class, child-centered excellence. Each year, the Board adopts specific goals to ensure long-term educational excellence and achievement for all Minnetonka students.

- 1 Minnetonka Instructional Framework Completed by June 2017**—Align 21st Century skills with authentic, real-life experiences and global perspectives, technology integrations and personalized learning in order to create well-developed graduates.
- 2 Deep Implementation of Strategic Programs**—Ensure deep systemic implementation of five recently launched strategic programs to ensure that Minnetonka commitments to student achievement and experience, as well as instructional framework and content, are successfully accomplished.
- 3 Minnetonka Public Schools Vision Document**—The School Board will continue to review and update the Vision in 2016. Adoption of the Vision will occur no later than December 2016.

Our mission

The mission of the Minnetonka School District, a community that transcends traditional definitions of excellence and where dreams set sail, is to ensure **all students envision** and pursue their **highest aspirations** while serving **the greater good**, through learning and teaching which: **value** and nurture each individual, **inspire** in everyone a passion to excel with confidence and hope, and **instill** expectations that stimulate extraordinary achievement in the classroom and in life.



Pam Langseth
School Board Chair



Lisa Sumner
School Board Vice Chair



Mark Ambrosen
School Board Treasurer



Lisa Wagner
School Board Clerk



Katie Becker
School Board Director



Heidi Garcia
School Board Director



John Holcomb
School Board Director

2017 National Merit Semifinalists

Congratulations to Minnetonka's **17 National Merit Semifinalists** and 36 Commended students! This is a new record for the number of students recognized through this scholarship competition.



Front row (l-r): Mia Rogneby, Lauren Otolksi, Fiona O'Connell, Anna Barnard, Jessica Wang, Kenna McRae, Elise Johnson, Elizabeth Isaacson, Selena Zingsheim. Back row (l-r): Carl Ell-Egermeier, Patrick Brady, Jacob Hermann, William Kofski, Peter Linden, William O'Connor, Adam Hodapp, Sky Sotto

IB Diploma Graduates

Congratulations! These Class of 2016 students earned the International Baccalaureate (IB) Diploma:

Benjamin Akre-Fens
Berit Brown
Claire Campuzano
Annalyse Gaston-Carrere
Ariana Hernandez
Elizabeth Holiman
Aili Huss
Sarah Johnson
Kayla McGovern
Genevieve Locke
Emma Malina
Martina Mazzei
Myrto Neamonitaki
Vanessa Orcutt
Kale'a Pawlak-Kjolhaug
Caroline Richman
Robert Sadler
Elizabeth Schmitz
Giulia Schneider
Maria Schrupp
Zoe Vogel
Nina Wagner
Ken White
Sam Zattera

National AP Scholars

Granted to students who receive an average score of at least 4.0 on all AP exams taken, and **scores of 4 or higher on eight or more AP exams.**

CLASS OF 2016

Clare Adams
Grace Allen
Lauren Aller
Gianna Anderson
Alexa Bussman
(awarded in 2015)
Adrienne Carr
Nagu Chidambaram
(awarded in 2015)
Ari Conati
(awarded in 2015)
Austin Haag
Annika Hansen
Samuel Hebeisen
(awarded in 2015)
Hannah Hedstrom
Hannah Heitkamp
Jackson Kruger
(awarded in 2015)
Alexis Locsin
Gunnar Maples
Kendall McDaniel
India Nelson
(awarded in 2015)
Cyrus Nouraei
Benjamin Ogilvie
(awarded in 2015)
Christopher Park

Samuel Peters
(awarded in 2015)
Riley Sester
Nathan Steckman
Arjun Viswanathan
(awarded in 2015)
David Weinberg
Kyle Wipf

CLASS OF 2017

Martha Barnard
Marco Conati
Lindsey Dobbins
Justyn Fine
Adam Hodapp
Ethan Li
Kenna McRae
Jack Queenan
Isaac Schrof
Trevor Seets
Sky Sotto
Jessica Wang

CLASS OF 2018

Luke Bunday



Minnetonka is on the College Board's AP Honor Roll for increasing access to AP courses for a broader number of students and improving the rate at which students earn scores of 3 or higher on an AP Exam.

AP SCHOLARS WITH DISTINCTION

Granted to students who receive an average score of at least 3.5 on all AP exams taken and **scores of 3 or higher on 5 or more AP exams.**

AP SCHOLARS WITH DISTINCTION CLASS OF 2016

James Agan
(awarded in 2015)
Benjamin Akre-Fens
(awarded in 2015)
Guillermo Angulo Alegria
(awarded in 2015)
Alanna Anglum
(awarded in 2015)
Alissa Antilla
Jack Arriola
(awarded in 2015)
Vail Baumer
Daniel Bergseid
Jane Borstad
Ian Bush
(awarded in 2015)
Gavin Celichowski
(awarded in 2015)
Liam Connery
Serena Curran
Matthew Czerwinski
Benjamin Dankle
Kathryn DeFoe
Jade Dill
(awarded in 2015)
Riley Donlin
(awarded in 2015)
Shane Ennenga
Wallace Estenson
(awarded in 2015)
William Feldmeier
Peyton Froemming
Kelly Gaebel
Javier Gonzalez
Kathryn Gray
Bradley Guild
Laura Hamilton
Wyatt Holmes
Julie Huang
Tara Johnson
Cristina Jones
(awarded in 2015)
Taylor Josephs
(awarded in 2015)
Katherine Kickhafer
Mason Kiffmeyer
Sean Kvidera
(awarded in 2015)
Smetana Larson

Emma Leonovicz
Sarah Leonovicz
Madeline Luehr
(awarded in 2015)
Kathlyn MacDonald
Emma Malina
Carly McAllister
(AP International Diploma)
Elise McCullough
Andrew McFarland
William Meeker
Allison Meyer
Grace Moore
Meghan Muench
John Obermiller
(awarded in 2015)
Noah O'Brien
(awarded in 2015)
Josephine O'Donnell
(awarded in 2015)
Jacob Orlowsky
Cecilia Ostergren
Samuel Patten
Markus Paulson-Luna
Peter Pfankuch
Avery Pilot
Molly Pitzele
Tanner Podzimek
Kristin Quaglia
(awarded in 2015)
Jack Quirk
Logan Renninger
Anna Rice
Sabrina Rivas
(awarded in 2015)
Maisie Rossi
(awarded in 2015)
Erik Rude
David Rupp
William Schmid
Elizabeth Schmitz
(awarded in 2015)
Sierra Schultz
(awarded in 2015)
Leonardo Segal
(awarded in 2015)
Katerina Silver
Rose Slater
(awarded in 2015)
Shanti Stender
Lillian Szecsi
Mitchell Terrell
(awarded in 2015)

AP SCHOLARS WITH HONOR

Granted to students who receive an average score of at least 3.25 on all AP exams taken and **scores of 3 or higher on 4 or more AP exams.**

Elizabeth Thomas
Charlotte Thomasson
(awarded in 2015)
Ethan Torbenson
Gregory Traxler
(awarded in 2015)
Peter VanDyke
Nina Wagner
(awarded in 2015)
Duncan Ward
(awarded in 2015)
Destiny Weaver
(awarded in 2015)
Zachary Werley
(awarded in 2015)
Ken White
Elijah Wieberdink
(awarded in 2015)
Madeline Wilson
Webster Wing
(awarded in 2015)
Daniel Wold
Samuel Woollums

CLASS OF 2017

Emma Alberts
Tyler Allen
Morgan Ambourn
Anna Barnard
Grace Bonde
Patrick Brady
(awarded in 2015)
Joseph Cutts
(awarded in 2015)
Andrew Dutton
Carl Ell-Egermeier
(awarded in 2015)
Natalie Esh
Emily Fahlsing
Elliot Forst
Hannah Gerton
William Graupmann
Burton Hedstrom
(awarded in 2015)
Madison Herfurth
Jacob Hermann
Alec Huynh
Elizabeth Isaacson
Elise Johnson
(awarded in 2015)
Gabriel Joo
William Kofski
Isabel Larus
John Leppik

Peter Linden
Annabelle Lohrenz
Liliana Loosbrock
Parker Loughheed
Edward Mahoney
(awarded in 2015)
Ian Mallery
Lauren Michels
Anna Mott
McCrae Mower
Matthew Muller
Max Musselman
Samuel Niefeld
Nicholas Noble
Eleana Nordos
Fiona O'Connell
William O'Connor
Sydney O'Dell
Sadie Olson
(awarded in 2015)
Lauren Otolski
(awarded in 2015)
Adrienne Retzlaff
Abigail Rundquist
Saya Sabin
Madeleine Sangma
Samuel Schini
Andrew Shellum
Tillian Teske
Rebecca Tran
Caitlin Vatland
Courtney Wassenaar
Renna Weas
Jeffrey Week
Benjamin Wiley
Kathryn Woods
Selena Zingsheim

CLASS OF 2018

Afton Aiken
Zachary Ambrosen
Evelyn Armstrong
Nathaniel Budijono
Erika Bussmann
Oliver Calder
Dana Caron
Patrick Carroll
Saahil Chadha
Alexander Ewald
Hanna Gimse
Benjamin Helgeson

AP SCHOLARS

Granted to students who receive **scores of 3 or higher on 3 or more AP exams.**

Owen Heupel
Elliot Heyman
Derrick Loke
Julia Luehr
Jagmehr Madan
Joseph Melander
Aberdeen Morrow
Will Murphy
Vossberg
Minh Nguyen
Aidan O'Donnell
Thomas Pratt
Morgan Robinson
Christopher Simmons
Wyatt Singh
Caleb Trantham
Andrew Walker
Jacob Weber

CLASS OF 2019

Parthiv Krishna
Frank Lu
Ethan Mirman
Jacob Otolski

AP SCHOLARS WITH HONOR

CLASS OF 2016

Joseph Adams
Emma Baier
Daniel Balestri
Ava Barry
Mario Bertogliat
Daniel Charpentier
(awarded in 2015)
Mark Cossette
Maren Dahl
Alexander Dinndorf
(awarded in 2015)
Clayton Erhard
Megan Frame
Allyson Frank
Emily Gilk
Madelyn Goblirsch
Elizabeth Holiman
Lilian Jaeger
(awarded in 2015)
Hunter Johnson
Lexus Joyce
Ivy Khong
(awarded in 2015)
Olivia Larson

Samuel Lear
Jonathan Lewis
Brett Lindsley
Mason Luedtke
Luke Meier
Blake Northrup
Mitchell O'Brien
Laura Parnell
Ian Porter
(awarded in 2015)
Annika Saboe
Nicolas Schaefer
(awarded in 2015)
Eric Schneider
(awarded in 2015)
Scottie Schwefel
Tenzin
Serpalamatsang
Peter Seylar
Samuel Sigel
Robert Stemler
Justin Synsteliem
(awarded in 2015)
Braxton Todd
Zoe Vogel
(awarded in 2015)
Laura Wagner
Kevin Wilson
(awarded in 2015)

CLASS OF 2017

Rachel Adamek
David Allen
Joshua Anderson
Isabelle
Aragon-Menzel
Jonathan Barnett
Sarah Bartoloni
Curran Birdwell
Matthew Burg
Benjamin Callister
Hannah Dvorak
Jackson Eggers
Jason Fredrickson
Desmond Fung
Richard Graham
Joshua Greiner
Karac Johnson
Matthew Johnson
Emily Kasprick
(awarded in 2015)
Dylan Kiefer
(awarded in 2015)



**AP Scores of 3
or Higher: 86%**
compared to
state (66%) and
global (60%)
averages

Larry Larson
Corey Lau
(awarded in 2015)
Makayla Moses
Keilin Omara
Sarah Patridge
Lindsay Peifer
Anna Peterson
Evan Peterson
Ryker Powell
Marshall Quist
Max Rosen
Jordan Schuster
Nathan Shoemaker
Carter Smiley
Sydney Smith
(awarded in 2015)
Elizabeth Steffens
Cecilia Stratton
Marta Torelli
Lane Vugteveen
Matthew Wilkinson
(awarded in 2015)

CLASS OF 2018

Eric Anderson
Henry Bixler
Logan Cummings
Benjamin Dickinson
Ashley Gao
Adalee Gill
Bryan Grady
Natalie Lowry
Brigitte Montminy
Grant Ogilvie
Annika Quam
Benjamin Rautio
Elena Romashkova

Jake Schulz
Calvin Stromwall
Amanda Tahnk-Johnson
Sophia Timba
Priscilla Trinh
Adam Wilkinson

AP SCHOLARS CLASS OF 2016

Summer Ahern
(awarded in 2015)
Avery Amorosi
Paul Arnal
(awarded in 2015)
Connor Barberena
Johan Barreiro
Holly Beachey
Daniel Charpentier
Jackson Denly
(awarded in 2015)
Adam Douville
(awarded in 2015)
Logan Fossum
Madolyn Fransen
John Gotz
Melissa Gross
Madeline Hawley
William Heiam
Stephanie Hodel
Jesse Holds
Isabel Hooper
Jack Hunninghake
Kristine Jecha
(awarded in 2015)
Jake Jenzer
Sarah Johnson
(awarded in 2015)
Taylor Johnson

Zack Kennedy
Jake Kisch
(awarded in 2015)
Wyatt Koehler
(awarded in 2015)
Ashley Krake
Alexander Lehman
(awarded in 2014)
Courtney Lesage
(awarded in 2015)
Genevieve Locke
Brent Maghan
Kayla McGovern
Katherine McMillan
Samantha Melin
Christian Minnie
Brenna Molnau
(awarded in 2015)
Hannah Moore
(awarded in 2015)
Evan Morast
(awarded in 2015)
Kristen Nickolas
Tyler Olds
(awarded in 2015)
Caroline Richman
James Roslansky
Robert Sadler
(awarded in 2015)
Elise Sanford
Andrew Schmidt
(awarded in 2015)
Peyton Schmidt
Andrew Schroeder
Maria Schrupp
(awarded in 2015)
Samantha Selway
Sterling Sibley
Christian Silas

Teo Speece
Eric Stark
James Stathopoulos
Nicole Stedman
Katherine Steele
Anna Stepanova
(awarded in 2015)
Elliot Syverson
Frazier Toole
Joshua Trojan
Diana Vuong
Tru Walor
Jenna Weidner
Zach Williams
(awarded in 2015)
Catherine Wright

CLASS OF 2017

Brianna Bailey
Tucker Bhojwani
Hope Blackford
Jonathan Bremner
Hannah Broadbent
Brevin Clark
Christopher Clarke
Kathryn Crandell
Emily Crawford
Mary Dick
Robert Dow
Carl Eaton
John Eggenberger
Emily Endy
Andrew Erdahl
Erin Falline
Rachel Froehling
Linnea Gilbertson
Margaret Guo

Matthew Haas
Alexandra Hallett
Elena Hansen
Daniel Hebeisen
(awarded in 2015)
Miles Irmer
(awarded in 2015)
Amelia Johnson
Elisabeth Johnson
Sether Johnson
(awarded in 2015)
Danny Joyce
Nicole Klasen
Clare Liedtke
Benjamin Livorsi
Dalton Mecklenburg
(awarded in 2015)
Jordan Melz
(awarded in 2015)
Lylia Nguyen
Molly Olson
Thomas Pederson
Ryan Peroutka
(awarded in 2015)
Nathan Pierstorff
Daniel Pyzdrowski
Gillian Rieder
Timothy Rogers
Mia Rogneby
(awarded in 2015)
Annmarie Schmid
Caleb Schumacher
Ryan Soderberg
John Steiger
Katherine Su
Adam Thompson
Paige Tuttle
Lindsey Vugteveen

Teresa Wroblewski
Amanda Zacharias

CLASS OF 2018

Hunter Abraham
Caroline Anderson
Sunhyoung Bang
Vishal Birkebak
Siobhan Cleary
Christina Crassas
Austin Davis
Gabrielle Evans
Xihe Han
Tyler Heim
Paige Hill
Anna Jones
Alanna Julius
Phillip Knopp
Kylie Landa
Katherine Lutz
Peter Mclinn
Gavin Mostoller
Olivia O'Brien
Ryan Oppegaard
Cory Pengelly
Katherine Richman
Aneri Shah
Emma Von Feldt

CLASS OF 2019

Christine Cannon
Meili Gong
Annika Hendrickson
Jihyun Hwang
Emmett O'Donnell
Maxwell Rader



Technology

We are teaching technology literacy—
how it's used
and how it's developed



BRYAN MCGINLEY
Deephaven Principal

“**Thank you** to all of our voters for approval of our 2015 technology levy which makes it possible for us to continue to be a leader in technology for our students.”

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HOW IT'S USED

Technology has an incredible power to personalize learning for students. After a successful four-year 1:1 iPad program at the middle and high schools, last year we expanded the program to fifth grade.

Touch-screen technology is a growing part of life and proficiency is important for our students. They use tablets to create, compile and explain their understanding. Today, with one tool, a fifth-grader can take a picture, shoot a video, record their voice (helpful in

building reading fluency), conduct internet research and create a book or multimedia presentation. By fifth grade they are technically literate in creating content, not just consuming it. A project that would have taken me weeks and many tools as a child now takes students a fraction of the time with one tool.

We also use technology to efficiently pinpoint each student's level of learning. In reading, for example, adaptive testing adjusts the difficulty of questions based on a student's answers, and helps us create a list of “good fit books.” Good teaching is understanding “Where are you?” and “What's the next logical step for you?” Using technology efficiently, we streamline that process and gain instructional time. That's why you see such great gains in our District.

HOW IT'S DEVELOPED: TONKA<CODES>

Minnetonka is the first district in Minnesota to teach computer science for all students at the elementary level. Through Tonka<codes> we teach technology literacy—not just how technology is used, but how it's developed. Our society has a great need for people working in this field. Whether

students become a developer or they're in charge of a project that requires a new technology tool, they will have a deeper understanding. Our District helps kids understand both sides and they love it. We are grateful for the support of partners like MediTech (a Minnetonka company), CoderDojo, Tynker, Lightbot and many parent volunteers for their involvement in this innovative program.

TEACHING RESPONSIBLE USE

Kids in Minnetonka are being introduced to technology in a healthy way—our focus is on a healthy digital balance. Media center specialists teach curriculum on how to use technology effectively, safely and with personal respect. As students gain opportunities to collaborate, comment and share reflective thoughts on shared documents, digital citizenship is critically important. As a parent, I appreciate how the District helps us take an active role in monitoring and managing technology use (through applications like Curbi) and teaching our children about digital citizenship. For additional Cyber Safety Resources, I encourage you take a look at: <http://tinyurl.com/CyberResources>.

Students thrive in Tonka Online

Courses approved for NCAA and MDE eligibility

“Research tells us that most college students are including an online class in their academic plan,” said Robb Virgin, Minnetonka High School Assistant Principal. So when we ask, ‘What will students need?’ it makes sense that online learning skills should start here.” Students agree, leading to 964 enrollments in Tonka Online courses for 2016-17.

Tonka Online is Minnetonka-developed, high-quality coursework that uses Schoology, video lessons and collaborative tools.

Tonka Online can supplement a student’s traditional high school day—allowing them to accelerate their learning. District leaders continually evaluate outcomes, like GPA and AP test results. “Some of the best comparisons come from Advanced Placement (AP) Physics, AP Psychology and AP Statistics where we offer the same coursework in a traditional classroom setting and through Tonka Online,” Mr. Virgin said. “Typically, the cohort with the highest average is Tonka Online. Many students really thrive when allowed to work at their own pace.”

NCAA APPROVES COURSES

In February, the National Collegiate Athletic Association (NCAA) granted full program approval for Tonka Online after completing a rigorous review process. By meeting the NCAA standard, student athletes can take online classes knowing they will meet eligibility requirements for Division I or II college athletics.

MDE APPROVAL OPENS DOORS FOR MINNESOTA STUDENTS

The Minnesota Department of Education (MDE) also approved the Tonka Online program last year. Now any student in the state can access Tonka Online courses that will count toward graduation at their own school. “It’s a student-centered approach to offer some really unique courses statewide,” said Mr. Virgin. “For example, AP Physics C-Mechanics is a rigorous course that not many schools offer. Our students excel at it—all of them passed the AP test this year and we’re thrilled about that. If a student in the state wants to take college-level physics, they can do it through Tonka Online.” MDE approval also means a new revenue stream for the District without adding students to classrooms.



964

enrollments in
2016-17—
a 61% increase

NCAA

approved for
athletes aspiring to
DI/DII college
sports

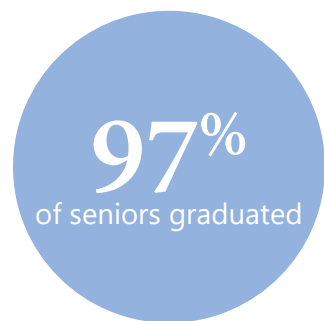
100%

students scoring 3 or
higher in AP Physics
C-Mechanics

The Class of 2016 is college bound

The Class of 2016 submitted 2,670 total applications to 411 colleges and universities. These students earned 1,784 acceptances from 254 institutions—from New York to California, Minnesota to Texas, Paris to Vancouver—and chose to enroll in 172 different institutions listed below.

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American University of Paris (1)	Embry-Riddle Aeronautical University (1)
Augsburg College (5)	Florida SouthWestern State College (1)
Baylor University (2)	Gallatin College at Montana State Univ (1)
Belmont University (1)	Gent University (1)
Bemidji State University (4)	George Washington University (1)
Bentley University (1)	Georgetown University (1)
Bethany Lutheran College (1)	Grand Canyon University (2)
Bethel University-Minnesota (8)	Grinnell College (1)
Boston College (1)	Gustavus Adolphus College (4)
Boston University (1)	Hamline University (1)
Bradley University (1)	Hampshire College (1)
Brigham Young University (2)	Hennepin Technical College (8)
California Lutheran University (1)	Herkimer County Community College (1)
California Polytechnic State University, San Luis Obispo (3)	High Point University (1)
Carleton College (1)	Hobart and William Smith Colleges (1)
Case Western Reserve University (1)	Hofstra University (2)
Central Michigan University (1)	Illinois State University (1)
Century College (1)	Indian Hills Community College (1)
Cochise College (1)	Indiana University at Bloomington (2)
College of Saint Benedict (4)	Institute of Production & Recording (1)
College of St. Scholastica (1)	Iowa State University (29)
College of William and Mary (1)	Lake Region State College (4)
College of Wooster (1)	Lake Superior College (1)
Colorado State University (4)	Lawrence University (3)
Concordia College - Moorhead (3)	Lehigh University (2)
Concordia University at St. Paul (2)	Liberty University (5)
Concordia University Wisconsin (1)	Loyola University Chicago (6)
Cornell University (1)	Luther College (2)
Cottey College (1)	Macalester College (1)
Creighton University (1)	Marquette University (2)
Dartmouth College (1)	Mayville State University (1)
Daytona State College (1)	Miami University, Ohio (8)
DePaul University (1)	Michigan Technological University (2)
Des Moines Area Community College (1)	Mineral Area College (1)
DigiPen Institute of Technology (1)	Minneapolis College of Art and Design (1)
Drake University (5)	Minneapolis Community and Technical College (7)
Drexel University (1)	Minnesota State University, Mankato (14)
Dunwoody College of Technology (2)	Minnesota State University, Moorhead (1)
Elon University (1)	Montana State University, Bozeman (12)



New York Film Academy (1)	Southwest Minnesota State University (1)	University of Pennsylvania (1)
New York University (2)	St. Cloud State University (5)	University of Pittsburgh (1)
Normandale Community College (40)	St. Cloud Tech & Community College (1)	University of San Diego (3)
North Carolina State University (1)	St. Olaf College (12)	University of San Francisco (2)
North Dakota State College of Science (3)	Stanford University (1)	University of Sioux Falls (2)
North Dakota State University (13)	State College of Florida-Bradenton (1)	University of Southern California (4)
North Iowa Area Community College (1)	Temple University (1)	University of St. Thomas (16)
Northeastern University (1)	Texas Christian University (1)	University of Texas, Arlington (1)
Ohio State University (1)	United States Naval Academy (1)	University of Toronto (1)
Oregon State University (1)	University of Arizona (10)	University of Vermont (2)
Pennsylvania State University (1)	University of British Columbia (2)	University of Virginia (1)
Point Loma Nazarene University (1)	University of California, Los Angeles (2)	University of Washington (1)
Providence College (2)	University of Chicago (1)	University of Wisconsin, Eau Claire (9)
Purdue University (4)	University of Colorado at Boulder (2)	University of Wisconsin, Green Bay (1)
Queen's University (1)	University of Colorado at Colorado Springs (1)	University of Wisconsin, La Crosse (5)
Rensselaer Polytechnic Institute (1)	University of Connecticut (1)	University of Wisconsin, Madison (22)
Ridgewater College (1)	University of Denver (3)	University of Wisconsin, Milwaukee (8)
Rochester Community and Technical College (1)	University of Iowa (7)	University of Wisconsin, Oshkosh (1)
Rocky Mountain College of Art & Design (1)	University of Kansas (4)	University of Wisconsin, River Falls (3)
Rutgers University-New Brunswick (1)	University of Manitoba (2)	University of Wisconsin, Stevens Point (1)
Saint John's University-Minnesota (2)	University of Michigan (3)	University of Wisconsin, Stout (9)
Saint Louis University (2)	University of Minnesota, Duluth (18)	University of Wisconsin, Superior (1)
Saint Mary's University of Minnesota (2)	University of Minnesota, Rochester (1)	University of Wyoming (1)
San Diego State University (1)	University of Minnesota, Twin Cities (78)	Utah Valley University (1)
San Francisco Conservatory of Dance (1)	University of Missouri, Columbia (6)	Vanderbilt University (1)
Santa Barbara City College (3)	University of Nebraska at Lincoln (8)	Vermilion Community College (2)
Savannah College of Art and Design (2)	University of Nebraska at Omaha (1)	Villanova University (1)
South Dakota School of Mines and Technology (5)	University of New Hampshire at Durham (1)	Western Washington University (1)
South Dakota State University (2)	University of North Carolina at Charlotte (1)	Whitman College (1)
Southern Methodist University (1)	University of North Dakota (20)	Winona State University (3)
Southern Virginia University (1)	University of Northern Iowa (1)	
	University of Northwestern (4)	



Global Learning for Everyone

Our students learn in culture-rich environments



DAVE PARKER
Groveland Principal

“When Spanish Immersion students visit Groveland and talk about their experience, they’re so proud of their bilingual skillsets. You can hear it and feel it in their growth.”

Nurturing global learners is an important part of our District mindset. All students benefit from planned global connections.

Whether children are in the Chinese, English or Spanish program, our strong curriculum in social studies and language arts helps them understand multiple perspectives and cultural differences.

IMMERSION BENEFITS ALL

With 50 percent of Minnetonka elementary students in language immersion, it’s important to see that the immersion model benefits everyone. Teachers and paraprofessionals with international backgrounds interact with everyone in our schools, so we learn with—and from—each other. Students hear multiple languages and see bilingual signage in our hallways. International exchange teachers become part of our community, living with host families, visiting English classrooms and attending student events. They diversify the fabric of who we are.

GLOBAL EXPERIENCES

The more our students experience the world—whether it’s a capstone trip, a family vacation or Skyping with a student abroad—the more empowered and motivated they are. It’s a formative and humbling experience that helps them re-set their perspective.

After 10 years, our language immersion model has matured. We’ve refined our

curriculum, our staffing and delivery of choices. In every way, our English and language immersion options are awesome and exciting.

OUR INTERCONNECTED WORLD

After-school world language classes are popular at all our elementary schools. We provide great exposure to language. Last year, we added Rosetta Stone for at-home practice.

La Copa Minnetonka last April was something for everybody! We invited the whole community to come and rally around soccer, the sport of Latin America. Tonka United, Minnesota United FC, and Minnetonka’s Spanish Immersion teachers planned together to include the entire community in a celebration of language and culture. La Copa Minnetonka 2017 will be held April 28.

100%

of our freshman Immersion students passed their AP Language and Culture exam

Top-ranked internationally

International tests place Minnetonka students first in the world in reading and science

Last year, we reported that Minnetonka students rank second in the world on exams administered by the Program for International Student Assessment (PISA). Shanghai students had outperformed our students in reading, math and science—until 2015. Now in reading and science, our students surpass scores of Shanghai, Singapore, Hong Kong, Korea, Japan, Switzerland, Finland and the list goes on. In math, Shanghai retained the top spot.

What is most incredible about the strong performance on the PISA, is the scientific method used to ensure a cross-section of our average 15-year-olds are tested. When we think of our “middle” students, this test tells us how they perform compared to the rest of the world. It also evaluates how our school system prepares students for an internationally competitive economy. The sole purpose of the Organisation for Economic Co-operation and Development (OECD), which administers the PISA exam, is to improve the economic and social well-being of people around the world. They measure 80 economies and countries to understand what drives an economy and predicts future trends. Minnetonka’s strong results on these international measures provide reassurance that our students will thrive in the global economy.

Grade levels ahead of peers nationally

When kindergarten students enter Minnetonka schools, they arrive on par with kindergartners nationwide. Over the next six years, a transformation occurs as they excel.

By the end of elementary school, the average fifth grader is performing beyond the 11th-grade level in reading and math compared to national norms. The graph, right, shows that at the end of each grade, students are performing many grade levels ahead of peers nationally based on the NWEA Measures of Academic Progress.



SPRING 2016 NWEA RESULTS

This table shows the average Minnetonka student’s performance compared to national grade-level criteria on the NWEA Measures of Academic Progress.

Minnetonka	Reading is at:	Math is at:
kindergarten	Early 1st Grade	Early 1st Grade
grade 1	End of 2nd Grade	Early 3rd Grade
grade 2	Early 4th Grade	Early 4th Grade
grade 3	End of 5th Grade	Mid 5th Grade
grade 4	Mid 8th Grade	Early 8th Grade
grade 5	Beyond 11th Grade	Beyond 11th Grade
grade 6	Beyond 11th Grade	Beyond 11th Grade
grade 7	No longer tested	Beyond 11th Grade
grade 8	No longer tested	Beyond 11th Grade

SPRING 2016 MCA III STATE READING, MATH AND SCIENCE COMPARISONS

Comparable Metro Districts

District	PERCENTAGE PROFICIENCY IN:		
	Reading	Math	Science
MINNETONKA	78.4	81.0	76.1
Wayzata	79.7	82.2	77.9
Edina	78.9	80.5	71.6
Orono	78.2	76.4	73.8
Eastern Carver County	70.3	65.9	66.4
Eden Prairie	72.4	68.7	65.4
Hopkins	61.9	59.7	53.1
State of Minnesota	59.7	59.4	54.7



Authentic Learning

Engaging with peers and the real world to deepen learning



JEFFREY ERICKSON

Minnetonka High School Principal

“

There is no high school that offers the opportunities we provide all students. We are committed to moving every student to deeper and higher levels of learning in every class.”

.....

A key point of the Minnetonka Teaching and Learning Framework is helping all students get to higher levels of learning no matter their starting point. This is a core value at our school. We believe that elements of the Framework—critical thinking, problem solving, authentic learning, and collaboration—should be part of every course. Our team is devoted to making the student experience

stronger and discovering new ways to “take it up a level.”

Math teacher Margaret Velasco is engaging students in more creative and collaborative ways to review math concepts before an assessment. Instead of solving sample problems as a class, she asks groups of students to create Google slides with pertinent content, examples and sketches. Groups working on the same concepts compare slides and collaborate to build a useful bank of resources from which they can solve review questions. The entire class will revisit the slides when it's time to study for the final exam.

We've also renovated classrooms and created new collaborative space for all students that aligns with 21st Century learning. The whole building has a different feel. Every special education room was revamped to allow for more effective teaching and encourage students to interact and work together.

VANTAGE

VANTAGE is a highly successful example of students engaged in real-world learning. For example, through

rigorous AP and IB coursework—statistics, business management, psychology, and economics—students connect fundamental knowledge with real-world projects. VANTAGE students partner with professionals from Twin Cities companies to solve business problems or explore clinical simulations.

Students in the Design and Marketing study area worked with JUUT Salonspa to research how consumers in the 18-24 age bracket interact with salons and respond to advertising strategies. In their final presentation, students described their research findings, survey results and trends in the domestic and international salon industry. They proposed design elements for a new location including logo options and store/brand personality.

Through hands-on, project-based learning, our students learn to respect the complexities of the professional world, work in groups, accept criticism and persevere. VANTAGE partners and mentors are impressed by the level

of maturity and creativity Minnetonka students bring to the table. VANTAGE students enter college with a resume that looks like it belongs to a young professional.

MINNETONKA RESEARCH

Last summer, we embarked on a significant renovation, adding a science wing and right-sizing space for our students. We built a dedicated lab for Minnetonka Research—a new and significant innovation—and created three more science classrooms to accommodate our growing program.

Minnetonka Research opened in September with a group of 46 students on a yearlong quest into open-ended scientific inquiry and discovery. Many of these students were enrolled in accelerated science in middle school and exhausted Advanced Placement science pathways at the high school.

Research topics include:

- Biomedicine and health
- Cellular and molecular biology
- Earth and environmental science
- Physics, math and engineering

“I’ve always been fascinated by astrophysics,” Elena Romashkova said. She’ll be analyzing Gravitational lens magnification models with version 1 pre-Hubble frontier fields data. “I love learning how the universe works and

why everything is the way it is,” Elena said. “The skills I’ve learned so far in reading research papers, writing scientifically, designing a project, and dealing with drawbacks will be helpful both in college and in my career.”

Jack Queenan is studying acid-labile polymersomes from amphiphilic diblock copolymers for glucose-responsive insulin. Last summer he assisted a University of St. Thomas student studying a novel way to deliver chemotherapy. From that work, Jack began wondering about other applications for the technology; for example, delivering glucose for Type 1 Diabetes.

“The world is changing fast,” said F. Kerr Dow, Vice President of Global Research and Development at Cargill. “This facility and high school are preparing students for that change by encouraging students to make a difference in society as scientists.”

Students will be partnering with professionals from Cargill, Emerson, General Mills, Medtronic, Sphymocor, Crown College and the University of Minnesota as they develop and explore their own research question. We are especially grateful for Cargill’s generous support in donating science lab equipment in addition to professional mentorship.

5

new science research and laboratory spaces to accommodate growth

46

students enrolled in the Science Research course

28

renovated spaces for 21st Century learning





Healthy Choices

Community events replace traditional fundraising sales around the District



CINDY ANDRESS
Minnewashta Principal

“Back-to-School 5K, Family Fun Runs, Tonka Trot, Distance 4 Deephaven. Running and family activities are trending in Minnetonka schools and replacing traditional fundraising sales.”

.....

At Minnewashta Elementary, I began hearing that our families were tired of selling stuff. There was just “too much junk.” Today’s parents are very health and family focused. They wanted to add healthy habits into their lives and participate in activities the family could do together—without looking for a babysitter or knocking on doors.

At the same time, we were changing our school lunches from more

processed meals to healthier, made-from-scratch recipes. It really didn’t make sense to send kids door-to-door selling pizzas or cookie dough when we were teaching them to make healthy choices at lunch.

With the support of the LifeTime Foundation, we’ve revamped school lunches and encouraged parents to make more fresh, less processed food choices at home. We also started a Back-to-School 5K run. South Lake Minnetonka Police, Excelsior Fire District and the City of Shorewood helped us map a safe route for the run. This year 119 families participated.

If you look across the District, most of our schools are hosting one-mile, 5K or 10K runs in September or October. The whole community is welcome.

PLEDGING TO READ

For our next fundraiser, we chose another activity families enjoy together: reading! We ask all parents to read with or to their child at least 20 minutes every day, so this was a natural fit for our school. For our read-a-thon,

students took pledges and tracked their reading time. Our students amazed us! In the first two weeks we had to increase our February goal from 500,000 minutes to one million minutes. I received hundreds of photos, texts and Facebook shares featuring children reading. Read-a-thons at other Minnetonka elementary schools had the same success—improved student achievement and increased reading time at home and in school.

GENEROUS SUPPORT

Our parent community is active and generous. School fundraisers cover costs for field trips, enrichment programs, playground structures, iPads (for staff and primary classrooms) and contemporary furnishings that allow students flexibility and collaboration in their classrooms.

So neighbors, if you miss the children knocking on your door to sell gift wrap, pizza, cookies or candles, join us for a fun-run instead. Healthy choices and family activities have built active neighborhoods and strong communities for all.

Minnetonka Community Education

Programs for families, students and adults spark creativity, personalize learning and improve health

Minnetonka Community Education (MCE), as a part of the Minnetonka School District, serves the lifelong educational, social and recreational needs of the entire community. Our programs and events bring the community together—from infants through older adults. MCE experienced across-the-board growth in 2015-16 and provided 2,026 programs for participants of all ages.

COMMUNITY EVENTS

Our community events continue to attract District residents—as well as people from across the country—for Tour de Tonka, the Firecracker Run, Mud Run, Tonka Trot and Tonka Youth Triathlon. Tour de Tonka, now in its 11th year, brought in 3,540 riders.

ECFE AND PRESCHOOL

Minnetonka's high-quality educational program starts with Early Childhood Family Education and Minnetonka Preschool. These programs support families and help children discover and learn during important developmental years. The Preschool curriculum aligns with the District curriculum, smoothing the transition to kindergarten.

SUMMER PROGRAM EXPANSION

Through a new partnership with the City of Wayzata, we expanded summer recreation programs for youth and adults. We provided 36 programs—from archery to Tai Chi to water safety—at seven Wayzata locations. There were more than 200 registrations for Wayzata classes, setting a strong foundation for future programming.

YOUTH PROGRAMS

We offer school-age childcare through Explorers Club (enrollment up 9 percent), hundreds of after-school enrichment, academic, and recreational programs for K-12 students (registrations up 5 percent), and high-quality music instruction at the Minnetonka Music Academy

ENGAGING ADULTS

Residents age 55+ make up the largest percentage of District residents. They are active, eager to learn new skills, and interested in connecting with the community. Following careful research of enrollment trends, we developed new course offerings that resulted in 29 percent program growth.

17%

increase in ECFE
and Preschool
enrollment

29%

increase in
registration for adult
programs

1,620

students in Explorers
Club and Junior
Explorers





Award-Winning Facilities

Well-suited to today's learner

The VANTAGE offices received the top K-12 national interior design award for 2015, "The Crow Island Award," from *American School & University (AS&U) Magazine*. This is the seventh construction design award the District has received since 2009.

- 2011 Outstanding Project, Learning by Design:
 - Deephaven Media Center
 - MHS Entrance, Auditorium and Student Union
- 2010 Outstanding Design Award: MHS Entrance, Student Union and East Gym
- 2010 Bronze Award: MHS Auditorium and Music Room
- 2010 Silver Award: Groveland Learning Commons
- 2009 Illumination Award: MHS Auditorium

Projects were under the direction of AT&S Architects/Engineers.

.....

Walking through our schools, visitors find it hard to believe that our newest school was built in 1967. In fact, Scenic Heights will celebrate its 50th Anniversary next year.

As responsible stewards of our community assets, we are committed to maintaining and upgrading our

district facilities, not only for today, but for decades to come. In the past year, the District has completed the following renovations to better serve today's students:

THE PORT AT MHS

Formerly known as the Media Center, The Port is a collaborative, quiet workspace for students. As the vast majority of research and reading materials have moved online, there is less need for shelves of books. Now that every student carries a tablet, with internet access at their fingertips, there is less need for banks of computers. Students asked for collaborative workspace and a variety of seating areas with brighter lighting. The Port is once again a hub of learning at MHS.

MMW MEDIA CENTER

Similar to the high school and many collaborative, open work environments, the MMW Media Center was remodeled during the summer to open sight lines, improve lighting and encourage collaboration with a variety of seating options.

MINNETONKA RESEARCH AND THREE MHS SCIENCE LABS

The growth of the science program at MHS required a renovation of the second floor northeast corridor to accommodate three additional science labs and the Minnetonka Research Lab (page 14). The new labs are easily accessible from the science silo constructed in the 1960s.

MHS SPECIAL ED CLASSROOMS

We relocated and renovated dedicated classrooms to better integrate and mainstream special education students with their peers.

MIDDLE SCHOOL SCIENCE ROOMS

Expanding opportunities in science, two classrooms were renovated into science labs at each middle school.

PLAYGROUND EXPANSIONS

With the help of PTO/PTA and school fundraising activities, four elementary playgrounds were expanded this year: Clear Springs, Excelsior, Groveland and Scenic Heights. The Clear Springs project was required as part of the County Road 101 and Covington Road projects.

Enrollment growth, opportunity growth

Families choose Minnetonka schools for excellent education. They bring state and federal funding that supports innovative programs for all students.

Minnetonka School District continues to be a district of choice for families who value excellence in education. As projected, our schools opened this year with 10,459 students, nearing capacity at each of our nine schools. Planned and steady growth over the last decade has provided the revenue needed to fuel innovative program development and expand opportunities for all students.

Minnetonka is in a unique position to carefully manage enrollment, welcoming open enrollment students to fill available seats, and closing schools or grade-levels as they near capacity. This year more than 3,200 students are open enrolled; their families actively choose to transport their children into Minnetonka schools each day for a better educational opportunity. More than 79 percent of open enrolled students transfer from our adjacent school districts; the other 21 percent come

from 35 metro area school districts.

We have created a cycle where success breeds success: families choose Minnetonka schools for excellent education; we improve opportunities and outcomes for students; more families choose Minnetonka; we gain more funds to offer innovative programs. This formula for success has served us well. Minnetonka is the only district in the metro area that has avoided budget and program cuts since 2005.

LANGUAGE IMMERSION

Started in 2007, Minnetonka's Language Immersion Program is the state's largest with more than 3,323 students learning Chinese or Spanish beginning in kindergarten through 10th grade. Most students remain active in their language through high school with a goal of earning a bilingual diploma.

Fifty-six percent of kindergarten families chose Spanish or Chinese Immersion for their child this year.

56%

of kindergarten families chose Spanish or Chinese immersion

NAVIGATOR PROGRAM

Adopted in 2009 to better serve exceptionally gifted elementary students, this program has grown from two classrooms to eight classrooms, serving 156 students for the 2016-2017 school year. This unique program provides rigorous learning opportunities and keeps our most intensely curious students engaged and challenged. Students who too often grew bored with the pace of a traditional classroom thrive as Navigators.

RAISING THE LEVEL OF RIGOR

Each of our programs—designed to increase choice, flexibility and rigor—are growing in enrollment, as students elect to make the most of their high school experience. Consider the following gains:

GROWTH IN ENROLLMENT	2011	2014	2016
Advanced Placement (AP) Students	715	1,174	1,321
International Baccalaureate (IB) Students	270	552	587
VANTAGE Students	n/a	46	174
Tonka Online Enrollments	n/a	185	964
Accelerated Science (Middle School)	n/a	178	234

2015-16 district points of pride

ACADEMICS

- Max Meyer advanced to the Scripps National Spelling Bee for a second year
- Sierra Schultz was named an MDE Science Scholar of Distinction
- MMW Speech Team placed first at state
- MMW Science Bowl competed in the National Science Bowl
- Minnetonka High School Science Olympiad came in fifth at state
- Grace Sadura won the Minnesota Hockey Youth Essay Contest
- Rose Slater and Nathan Steckman earned MDE Science Meritorious Performance awards
- MHS Physics Bowl placed second in their 12-state region
- Sam Hebeisen and Arjun Viswanathan were Math Team state qualifiers
- Earning top honors in world language competitions: 46 students, *Le Grand Concours*; 16 students, *A Vous la Parole*; 50 students, National Spanish Language exam; 3 students, National German exam
- 9 MHS students earned medals in the Science Olympiad state competition
- The MHS DECA Team sent 120 students to the state competition and a record 44 to the international competition

ARTS

- “Nice Work if You Can Get It,” the MHS fall musical, won 18 Spotlight Awards from the Hennepin Theatre Trust, including Outstanding Overall Production of a Musical
- Our One Act play, “Third,” won top honors at state
- “Pippin” won 18 Spotlight Awards, including Outstanding Overall Production of a Musical

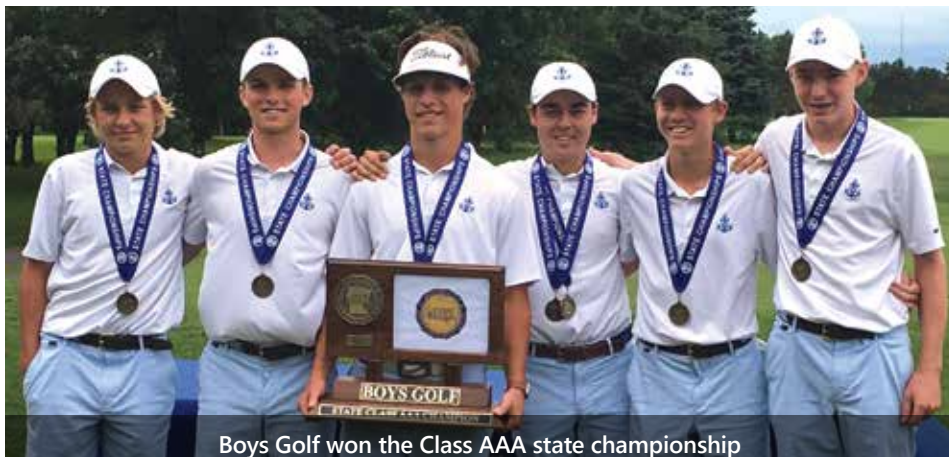
- Leo Plante and Christine Hwang won Triple Threat Awards, the first time in Spotlight history that both winners came from one high school
- MHS Choristers performed at the choral directors state conference
- Alex Schneider was selected for the state band directors Jazz Honor Band
- Scholastic Art Awards: 23 Gold Key winners, 11 Silver Key winners, 23 Honorable Mentions, two American Visions Nominees. Arianna Dixon earned a National Gold Medal.
- One MHS Music Listening Team qualified for state
- 5 boys and 12 girls qualified for the state honor choirs in grades 4-5-6
- 19 students participated in middle school level state honors choirs
- Earning all-state solo/ensemble honors: orchestra, 29; band, 33

ATHLETICS

- Boys Golf won the Class AAA state title
- Boys Tennis won the Class AA state championship
- Girls Varsity Basketball won the Class AAAA state championship
- MHS Varsity Cheer won their 20th Minnesota Cheer Coaches Assn. state title and placed fourth in the UCA national competition
- Boys Swim and Dive won its third straight True Team state

championship and placed second in the 2AA state competition with three individual state champions

- Girls Track and Field won the Section 6AA title and finished sixth at state
- Boys Wrestling qualified for state as a team for the first time in school history
- Boys Soccer won the Section 2AA title and competed in the state tournament
- Girls Swim and Dive won the True Team State championship and qualified for state in 22 events
- The Lakers CI Floor Hockey team qualified for state
- Minnetonka won section championships in both Boys and Girls Alpine Skiing
- Senior Suad Suljic won the 2015 Mr. Soccer Award and *Star Tribune* Boys’ Soccer Metro Player of the Year. He was the only Minnesota student to be selected to the NSCAA All American Soccer Team.
- Presley Norby earned the Ms. Hockey title, *Star Tribune* Metro Player of the Year, two-time champion on the U.S. Women’s National Under-18 team, only high school player on the U.S. Women’s National Team that won the Four Nations Cup in Sweden.
- Ben Sigel was the individual state champion in Boys Golf



Boys Golf won the Class AAA state championship



Minnetonka Girls Basketball claimed its first state championship, defeating conference-rival Hopkins 61-52 in the Class 4A final.

- Gunnar Maples and Mara Melmer qualified for state in Nordic Skiing
- Girls Cross Country sent two individuals to state competition: Sophie Whicher and Kylie Melz
- Boys Cross Country sent one individual to state: Matt Wilkinson
- Girls Tennis sent Bella Lambert, Theresa Tebon and Cristina Jones to the state tournament
- Logan Fisco, Nicholas Gordon and Dylan Kiefer were top 10 finishers in the division for mountain biking
- Ansley Bryan, Alyssa Olson, Kaitlin Roberts and Faith Robinson qualified for state in gymnastics
- Corey Lau is the state champion and record holder in the 100 breaststroke
- MHS Sailing Club qualified for the National Championship Regatta

- 32 student athletes in the Class of 2016 signed National Letters of Intent for college athletics

SERVICE

- 239 students earned President's Volunteer Service awards, reporting nearly 46,500 hours of service locally and globally
- 18 MHS students earned Varsity Letters in community service
- The Prudential Spirit of Community Award went to Eduardo Edmondson
- 128 groups donated to MCE's Holiday Family Giving campaign, serving 164 Minnetonka families
- Heart Week raised \$40,500 for Minnetonka Family Friends, an all-time record

- Sarah Johnson received the Rose Rees Peace Award
- Carly Leitzke was awarded the TwinWest Legacy Scholarship

STAFF ACHIEVEMENTS

- Minnetonka Public Schools was named a Top Workplace for 2016 based on employee survey responses.
- Phil Trout served as President of the National Association for College Admission Counseling during 2015-16.
- Four Minnetonka teachers earned National Board Certification: Kim Folkers, Anelise Rossing, David Surver and Nathan Van Dyke.
- Minnetonka Public Schools was recognized as an Apple Distinguished School for 2015-2017 for the 1:1 iPad program.
- Minnetonka is the number-one ranked school district in Minnesota according to Niche's 2016 rankings. Minnetonka High School ranked #1 in the state; both middle schools were in the top 3; and all six elementary schools ranked in the top 11.
- Minnetonka named District of Distinction by *District Administration Magazine* for innovation, results and ability to inspire other districts.



"Pippin" won 18 Spotlight Awards, including Outstanding Overall Production



Personalized Learning

“Voice and choice” leads to deeper learning and engagement



PAULA HOFF
MMW Principal

“When we give students voice and choice, learning is more powerful in terms of remembering the content.”

When I first started teaching, we thought we could measure student engagement by looking in a classroom and seeing that all kids were facing forward and paying attention. That was really compliance and passive learning. Through research we’ve learned more about “turning the brain on” to learning. To develop engaged students, we have to redesign the learning experience. The old idea of the teacher as the “sage on the stage” is gone.

ENGAGEMENT DRIVES LEARNING

We used to ask students to memorize states and capitals. But in the end, they had no idea why, for example, St. Paul became the capital of Minnesota. Through personalized learning, we ask kids to dig into the “why?” rather than just memorize facts.

VOICE AND CHOICE

Personalization gives students a choice in how they will investigate a topic: One might be interested in how trade influenced the location of a capital. Another might explore the influence of agriculture or topography.

Personalization also gives them a voice in how they share that information with the teacher and the class. With technology, students may choose to present their learning in different, creative ways. I’ve seen seventh-grade science students deliver presentations on cell division. While no two projects were the same, I could see that each mastered the concepts. With voice and choice, the outcome is a deeper understanding because students are

invested in their learning, understand the relevance to real life, and are willing to deeply explore information to learn the content.

FEEDBACK FEEDS SUCCESS

With an open-ended project, it’s important for students to see an example that complies with the assignment and one that does not. They need to use the grading guidelines for self-assessment. With timely instructor feedback, students stay on track and move forward. These methods help pave the path for student success.

Personalized learning is a departure from what many parents experienced in school. But when done well, parents are often surprised at the high-level thinking and problem solving their children demonstrate.

Students need to graduate with problem solving and critical thinking skills. We are building those skills here in school. Fortunately, we have great leaders in our District who see this need and are leading the charge.



**DISTRICT ADVISORY
COMMITTEE
2015-16 SCHOOL YEAR**

- Katie Becker**
Parent, School Board Member
- Greta Cutts**
Student
- Sandy Gosen**
Teacher
- Paule Hocker**
Parent, Community Member
- Donald James**
Teacher
- Stephanie Johnson**
Parent, Community Member
- Bryan McGinley**
Principal

Preparing the world’s best workforce: summary report

Minnetonka Public Schools is a top-performing district in Minnesota, with innovative initiatives designed to inspire in everyone a passion to excel.
.....

This World’s Best Workforce (WBWF) report summary, in accordance with 2013 Minnesota Statutes, shares Minnetonka Public Schools’ progress toward the state’s goal of creating the world’s best workforce.

This includes student achievement goals, the strategies and initiatives that Minnetonka engaged in to meet those goals, and the progress made by the end of the 2015-16 school year.

Minnetonka Public Schools continues to evaluate and refine its plan to address the following five, state-identified goals:

- All children are ready for school.
- All third graders can read at grade level.

- All racial and economic achievement gaps between students are closed.
- All students graduate from high school.
- All students are ready for career and college.

SYSTEMS GOALS AND SUPPORT

In 2015, the Minnetonka School Board adopted the following goal:

Minnetonka Instructional Framework: Align 21st Century skills with authentic, real-life experiences and global perspectives, technology integrations and personalized learning in order to create well-developed graduates. Items to be considered (not limited to):

- Development of personalized pathways to success (E-12)
- Guidance support for student selection of courses and activities
- Understanding of student needs (high potential, vocational, experiential, etc.)
- Leverage best practices of current programs

- John Powers**
Parent, Community Member
- Anne Redfern**
Teacher
- Matt Rega**
Parent, Director of Assessment
- Pete Rogan**
Parent, Community Member
- Diane Rundquist**
Parent, Director of Advanced Learning
- Eric Schneider**
Parent, Asst. Superintendent of Instruction
- Steve Urbanski**
Director of Curriculum
- Rhonda Van Bergen**
Parent, Community Member
- Cort Vandlik**
Student
- Robb Virgin**
Assistant Principal
- Sara White**
Director of Teacher Development

- Employers' marketplace and skillset needs

To address this goal, the Teaching and Learning Department created the Minnetonka Instructional Framework. This Framework provides the road map for creating a personalized learning environment that emphasizes both academic excellence and 21st Century skill development. Teachers were trained in the strategies articulated in the Framework. The Guidance and Counseling review addressed many of the goals, including identification of strategies and processes for students to develop personal goals and educational plans, development of an e-portfolio model, and connection of the academic program to the marketplace and skillset needs of employers.

In addition to the focus on the Framework, a District leadership team, including principals, teachers, and the Director of Assessment, continued their work to address the needs of struggling students who have been identified with barriers to their learning. Each site created action plans of specific research-based interventions and made significant progress on their goals.

The 1:1 iPad program expanded to grades five and six, and now serves all students 5-12. Rather than focusing on the device, technology instructional coaches supported teachers in using the technology to assess and provide feedback to students in real-time. They supported teachers in using technology to personalize learning, and to address 21st Century skills: collaboration, communication, creativity, critical thinking, and global perspectives.

With their teacher instructional coaches and their PLCs, teachers identified the essential learnings for their content and grades, analyzed these learnings through common assessments, and developed strategies to ensure high levels of learning for all students.

TEACHER AND PRINCIPAL SUPPORT

Minnetonka was one of the first districts to adopt Minnesota's Q-Comp program which provides performance-based compensation for teachers tied to student achievement goals. Now in its eleventh year in Minnetonka, teachers have two measures of student achievement within the Q-Comp program: site and professional learning (PLC) goals. Principals collaborated with their teachers to set ambitious school and PLC goals in 2015-16.

- All six elementary schools and Minnetonka High School met their site student achievement goals.
- Over 90 percent of PLCs met their individual goals, ensuring high levels of learning for their students.

In its second year of implementation in 2015-16, the Minnetonka Teacher Evaluation Growth Model went beyond classroom observations to evaluate teachers on both student engagement and achievement. Teachers collaborated within their professional learning communities to identify specific student achievement goals, representing essential learning in their department and/or grade level. Teacher Instructional Coaches and administrators supported teachers in analyzing data, both formative and summative, to identify needs areas. Coaches also worked with teachers to develop strategies specific to those needs.

Professional development supported teachers in developing new strategies to engage students in deeper learning through strong student-teacher relationships, authentic and relevant curriculum and assessment, and by helping students develop efficacy around their own learning.

STUDENT-FOCUSED EXCELLENCE

Minnetonka Public Schools has a comprehensive assessment portfolio to evaluate student progress toward meeting state and local academic standards. Depending on the age level and programs students are enrolled in, these assessments guide teachers in meeting the needs of their students:

- DORA (Spanish Immersion)
- NWEA Reading and Math
- ACT
- WIDA (ELL)
- AAPPL Reading, Speaking, and Listening (Spanish and Chinese Immersion)
- IPA (Spanish and Chinese Immersion)
- YCT & HSK (Chinese Immersion)
- GRAD Writing
- MCAs

The new Language Arts Curriculum, aligned to Common Core State Standards, will have a long-term impact on student achievement for both the elementary and secondary levels. Throughout the school year, students were assessed with locally created common assessments in all content areas and grade levels. Teachers also used NWEA data and analyzed the results through the TIES iCue system to determine specific needs of subgroups. This process is led by the District Assessment Director.

Goals and results for World's Best Workforce

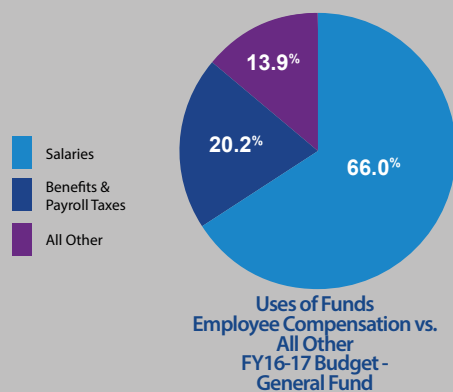
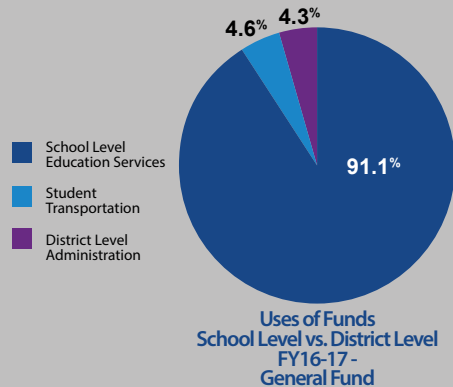
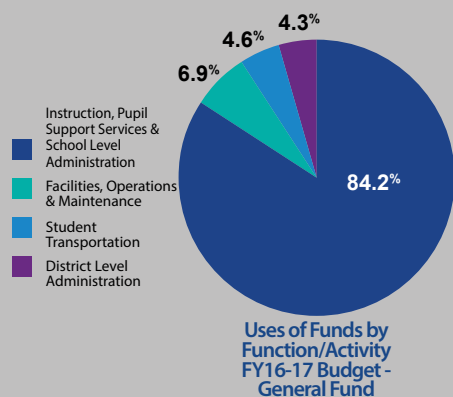
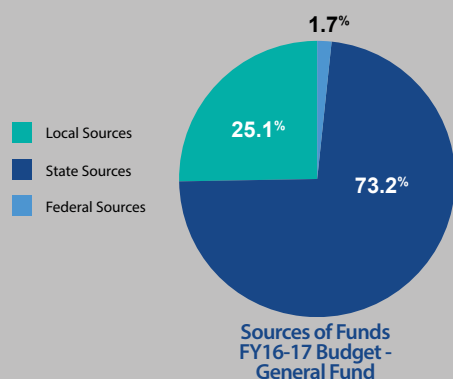
	2015-2016 Goals	2015-2016 Results
All students ready for kindergarten.	<p>By May 8, 2016, 91.4% of eligible students* will score at the top of their class color band** on the Teaching Strategies GOLD Objective 20A "using number concepts and operations-counts."</p> <p>*eligible students defined as: those 30 months of age before September 1, 2015, and enrolled consecutively and in compliance with the Minnetonka School District Early Childhood attendance policy by October 10, 2014, in Minnetonka Preschool and/or Early Childhood Special Education Programs.</p> <p>**Class Color Band definitions: YELLOW – 3 years before kindergarten (2s and 3s class) GREEN – 2 years before kindergarten (3s and 4s class) BLUE – 1 year before kindergarten (4s and 5s class)</p>	<p>Of the eligible students, 90.4% scored at the top of their class color band on the Teaching Strategies GOLD Objective 20A "using number concepts and operations-counts."</p>
All students in third grade achieving grade-level literacy.	<p>By June 1, 2016, 81.6% of students in Minnetonka Public Schools in Grade 3, will meet or exceed proficiency on the MCA-III Reading, an increase of 2% over 2015 rates. In 2015 on the MCA-III Reading assessment, 79.6% of Minnetonka Public Schools students (612/769) met this goal.</p>	<p>In 2016, 77.6% of students in Minnetonka Public Schools in Grade 3 met or exceeded proficiency on the MCA-III Reading.</p> <p>This compares to the Minnesota state average of 57.3% proficiency in Grade 3 on the MCA-III Reading (<i>source: MDE Minnesota Report Card</i>)</p>
All students career- and college-ready by graduation.	<p>MHS By June 1, 2016, 78% of Minnetonka 2016 graduates will be ready for college level coursework in all four areas (English Composition, Algebra, Social Science and Biology) as determined by the ACT. Of Minnetonka 2015 graduates, 76% met this target.</p>	<p>As of June 1, 2016, 68% of Minnetonka 2016 graduates were ready for college level coursework in all four areas (English Composition, Algebra, Social Science and Biology) as determined by the ACT.</p> <p>This compares to 29% in Minnesota (<i>source: Minnesota ACT Condition Report</i>)</p>
All students graduate.	<p>The overall graduation rate for Minnetonka High School students will increase from 96.26% in 2015 to 97.26% in 2016.</p>	<p>The overall graduation rate for Minnetonka High School students increased to 98.1%.</p> <p>This compares to the 2015 graduation rate of 81.9% in Minnesota (<i>source: MDE Minnesota Report Card, most recent data available</i>)</p>
Closing achievement gaps.	<p>To close the proficiency gap in reading by 2018, 80.6% of non-white students will be proficient on the MCA-III in Reading. This will narrow the gap in proficiency from 5.6% to 4.6%. In 2015, 77.6% of non-white students were proficient on the MCA-III in Reading.</p> <p>To close the proficiency gap in math by 2018, 72.8% of non-white students will be proficient on the MCA-III in Math. This will narrow the gap in proficiency from 9.6% to 9.4%.</p>	<p>In 2016, 70.6% of Minnetonka's non-white students were proficient on the MCA-III Reading.</p> <p>In Minnesota, the MCA-III proficiency in Reading for non-white student groups ranges from 35–56%.</p> <p>In 2016, 70.9% of Minnetonka's non-white students were proficient on the MCA-III Math.</p> <p>In Minnesota, the MCA-III proficiency in Math for non-white student groups ranges from 31–59%.</p>

Thank you, voters!

In November 2015, District voters reaffirmed their commitment to educational excellence and approved two referendum questions with 72 percent voting yes for additional operating and technology funding. We now have a plan to maintain financial stability over the next decade, as long as the state maintains its commitment to adequately fund public education. Local levies provide about one-quarter of our total funding. We rely on the

state for the largest portion of our annual operating revenue.

Approximately 85 percent of the general fund is determined by pupil-driven formulas, so student enrollment is a critical component for budgeting. The District's planned enrollment growth strategy is nearing capacity (see page 19). Once we reach capacity, the approved referendum funding will be available to sustain the excellent programs available to students today.



District General Fund	Unaudited Actual 2015-16	Adopted Budget 2016-17
Beginning Assigned Fund Balance	\$3,361,975	\$2,257,724
Beginning Unassigned Fund Balance	\$14,576,324	\$14,849,544
Revenue	\$106,478,323	\$112,539,941
Expenditures	\$106,207,013	\$109,240,888
Difference	\$271,310	\$3,299,053
Transfer from Operating Capital	—	—
Transfer to Operating Capital	(1,102,341)	(265,589)
Ending Assigned Fund Balance	\$2,257,724	\$1,463,511
Ending Unassigned Fund Balance	\$14,849,544	\$18,677,221
Unassigned Fund Balance %	14.0%	17.1%
Student Enrollment	10,134	10,414

Per-pupil spending

Through careful planning and efficiency, Minnetonka spent \$385 less per pupil than the state average in 2014-15 and \$650 below the spending average for neighboring districts.

2014-15*	Cost Per Pupil	Ranking
Minneapolis	\$14,652	14
St. Paul	\$14,359	17
Hopkins	\$11,824	65
St. Louis Park	\$11,412	86
Eden Prairie	\$11,226	100
Wayzata	\$10,991	116
State Average	\$10,878	—
Anoka	\$10,838	127
Edina	\$10,591	146
Minnetonka	\$10,493	153

*MDE Profiles. Most recent comparable data available.

Consolidated financial statement

Minnetonka School District #276 has received the Excellence in Financial Reporting Award every year since 1994. The District's financial team includes three Certified Public Accountants (CPAs). District financials are audited annually by the firm of CliftonLarsonAllen.

The District is in the first year of a ten-year financial plan following the 2015 referendum. Therefore, revenues are budgeted to exceed expenses for fiscal year 2017. This will allow the new voter-approved referendum funding to be stretched over multiple years as promised to voters.

District General Fund	2016-17 Actual Amounts	2016-17 Budget Amounts	2016-17 % of Total
REVENUES			
Property Taxes	22,008,767	\$25,685,169	22.8%
Earnings on Investments	39,584	30,000	0.0%
Other	2,418,168	2,509,859	2.2%
Local Sources	24,466,519	28,225,028	25.1%
State Sources	80,122,206	82,392,643	73.2%
Federal Sources	1,889,598	1,922,269	1.7%
Total Revenue	\$106,478,323	\$112,539,941	100.0%
EXPENDITURES			
School Level Administration	\$2,999,892	\$3,069,018	2.8%
Elementary & Secondary Regular Instruction	60,691,225	62,441,600	57.2%
Vocational Education Instruction	560,655	654,701	0.6%
Special Education Instruction	16,061,771	17,507,595	16.0%
Instructional Support Services	5,191,666	5,237,371	4.8%
Pupil Support Services	3,054,797	3,047,202	2.8%
Sites & Buildings	6,705,736	6,266,898	5.7%
Fiscal & Other Fixed Cost Programs	1,300,352	1,313,413	1.2%
District Level Administration	743,154	755,298	0.7%
District Support Services	4,319,658	3,974,407	3.6%
Transportation	4,578,109	4,973,385	4.6%
Total Expenditures	\$106,207,013	\$109,240,888	100.0%
Net Change in Fund Balance	\$271,310	\$3,299,053	
FUND BALANCE			
Beginning of Year	\$17,938,299	\$17,107,268	
Transfer from Operating Capital	—	—	
Transfer to Operating Capital	(1,102,341)	(265,589)	
End of Year	\$17,107,268	\$20,140,732	

District General Fund: Includes General Fund Operations, Transportation & Activities. Note: Does not include Operating Capital, Arts Center, Dome Operations & Pagel Center.

This financial information provides only a snapshot of our District's unaudited finances. The audit firm of CliftonLarsonAllen will complete the external audit in November and the District's Comprehensive Financial Audit Report will be posted to the District website once it is complete. Please view additional financial documents and reports at: www.minnetonkaschools.org/finances.

FINANCE ADVISORY COMMITTEE

Mark Ambrosen
Paul Borowski
Matt Chapman
John Groton
Brad Honey
Deirdre Keller
Brian Larson
Cheryl Newell
Peter Polingo
Pat Schmidt
Michelle Seets
Paul Bourgeois
*Executive Director
of Finance and
Operations*
Dennis Peterson
Superintendent





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Dr. Dennis Peterson, Superintendent
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2016 Annual Parent Survey

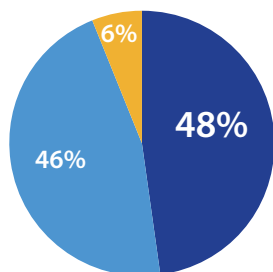
Parents continue to have high praise for the education their children receive in Minnetonka Public Schools. The words volunteered most often in open-ended comments were: *excellent education, great teachers, innovation, immersion program, technology, open enrollment, iPads and Arts.*

- New this year, we asked families how often they see students engaged in deep, personalized learning through real-world projects, collaboration, creativity, critical thinking, global learning, and using technology. In all eight categories, 89 percent or more of the respondents answered favorably. Our district is focused on personalized learning and real-world application for all students in all subjects.
- At the elementary level, our 1:1 iPad program expanded to 5th grade; 77 percent of parents agree or strongly agree that the iPad works well for their child; 17% were neutral and 7% were unfavorable.

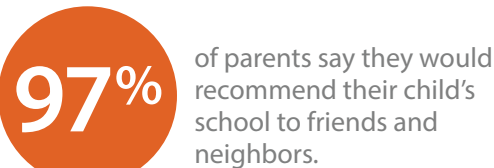
Quality of Education

How has the quality of education changed in the past five years?

- Improved
- Stayed the Same
- Decreased



Key Facts:



This online survey was conducted in June 2016 for all parents of students enrolled in the Minnetonka School District. Results are based on 2,634 respondents.



The World's Best Workforce Annual Report is required by statute. This report is prepared and paid for by Minnetonka Public Schools, ISD #276.

Editors

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Lyssa Campbell, APR, Communications Coordinator

Photo credits

Greg Helgeson, Kemmetmueller Photography and Julie Sturek