

WORLD-CLASS CHILD-CENTERED EXCELLENCE



Minnetonka Public Schools
2012 Annual Report





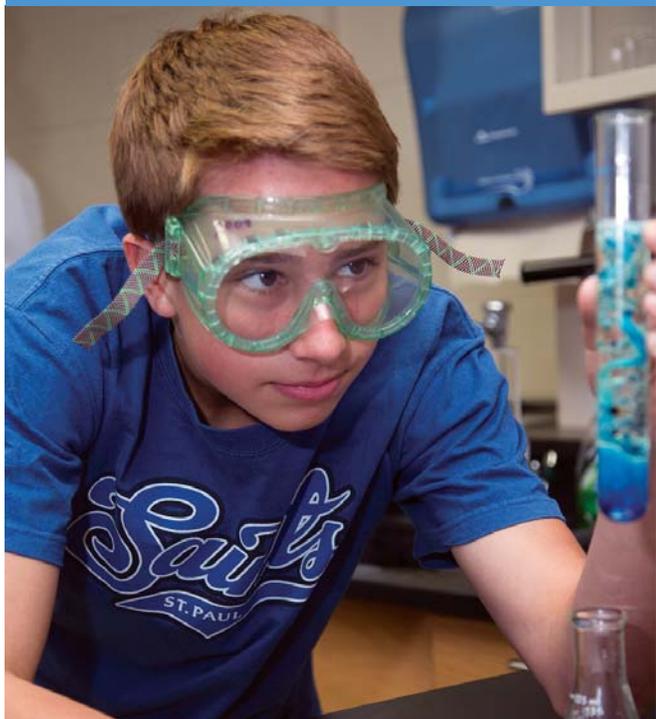
OUR MISSION

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.

HANDS-ON LEARNING
 Students learn to apply scientific methods and reasoning through lab work.



ABOUT THIS REPORT

State statute requires school districts to publish this Annual Report on Curriculum, Instruction and Student Achievement in October of each year. In addition, the Minnetonka School Board believes it is important to include key financial data for our community. Financial information (pages 26-28) reflects information available at the time of publication. The District’s full financial audit will be available on the web in November.

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MESSAGE FROM THE SUPERINTENDENT

The Minnetonka School Board is pleased to present this Annual Report on the District’s successes and challenges during 2011-12 for community review. This past school year was another event-filled year, as the students in the District continued to make even greater achievement gains and enrollment continued to climb. Financially, the difficulties with state funding continued to impact the District’s budget, but those challenges were met with careful planning and solutions unique to Minnetonka. The District was chosen by an excellent Ohio school district as the one school district from all the districts in the country that they wanted to use for their model.



Dennis Peterson,
Superintendent

Student achievement for all students continued to be our focus, and students in all schools in the District raised the bar over past achievements. The School Board initiated planning for a more rigorous high school program because of the strong performances by elementary and middle school students. Minnetonka was the top metro district on the state’s MCA math test and second in reading. Scores on the nationally-normed NWEA test improved over previous high levels, and now our fifth grade students have reached an incredible “Beyond Eleventh Grade” level in reading. That measure is for the average fifth grade student, and many students are well beyond that level. Performance on IB and AP exams also continued at high levels.

The District’s strong world language program continued to reach new landmarks, as the Immersion program completed its fifth year, and the first students prepared to move into the middle schools. Also, the after-school language program continued to grow.

Enrollment reached new heights as the District continued its strategy of maintaining and improving the educational program using funds generated by allowing open enrollment. As enrollment increases, the District becomes even more efficient and financial challenges brought on by the lack of state support are managed locally. Despite budget challenges, the District is entering 2012-13 with a solid financial year and maintained its Aaa bond rating.

The District’s work on innovations enabled us to focus on building a “culture of innovation” and to create specific innovations that will increase student achievement, maintain the District’s educational excellence and provide long-term financial stability. Many forces in America are pushing schools to establish new ways to meet the growing needs of students, and innovation will be our chance to thrive. One innovation started in 2011-12 was the iPad® project for ninth graders that positively impacted achievement; it is being expanded to include tenth graders in 2012-13. There will be further expansion in the future as the value of this tool becomes clearer.

Respectfully,

Superintendent of Schools



Superintendent Dennis Peterson and MHS Principal Dave Adney greet students at the start of school.



2012-13 DISTRICT GOALS

FOCUSED ON WORLD-CLASS, CHILD-CENTERED EXCELLENCE

The Minnetonka School Board has a vision for world-class, child-centered excellence. The Board is committed to ensuring excellence in student achievement and being responsible stewards of District resources. The Board is also entrusted by our community to establish a vision and set strategic priorities for the District. Toward that end, each year the Board adopts specific goals to ensure long-term educational excellence for the District.

GOAL #1: The Minnetonka School District will identify the barriers that prevent academic success. The District will then identify strategies that may address these needs.

GOAL #2: By April 15, 2013, the Minnetonka School District will identify a minimum of three options for innovative ideas to be piloted in the 2013-14 academic year that will enable the District to:

- Address the financial realities of the future (impact of: state funding changes, changes in student enrollment, any changes in current budget assumptions, or issues outside of our control).
- Address the changing needs of the student.
- Provide the means to implement 21st century skills and knowledge.
- Achieve proven, measurable academic or behavioral results that are incrementally greater than results achieved through current strategies.

GOAL #3: The Minnetonka School District will actively pursue further development of the innovative concept that surfaced in the spring of 2012 called the “Center for Experiential Learning” by conducting a feasibility study and developing a strategic plan in order to determine next steps for this concept.



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MESSAGE FROM THE SCHOOL BOARD

Each year in this report, the Minnetonka School Board reflects on the past school year and communicates our goals for the current year. We are pleased to report a stable financial situation and stronger levels of student achievement across all grade levels.

Our District is clearly a district of choice. Both enrollment applications and the number of families seeking to move into our District benefit our schools. With prudent financial management, assertive service contract renegotiations and planned enrollment growth, our Board has uniquely positioned our schools to avoid budget cuts and lay-offs that other districts have experienced during the last four years.

At the same time, we see that by setting high expectations, providing specialized programs to meet student needs and inspiring students to follow their passions, students exceed our expectations. The accumulated data from academic, athletic, arts and service awards, combined with strong performance on standardized tests is impressive.

These high levels of achievement are inspired by our District vision and goals. We firmly believe in providing a learning environment that focuses on world-class, child-centered excellence. In every classroom throughout the District, Minnetonka teachers have embraced this vision and are engaging our students with exciting and relevant 21st century learning and technology.

21st century learning promotes critical thinking, creativity and problem-solving, skills needed to be successful in today's rapidly changing, technology-driven global environment. Teachers have been incorporating 21st century skills into both traditional lessons and project-based learning, motivating students to higher levels of achievement than ever before.

Technology in our schools serves as an accelerator of learning. Teachers effectively integrate technology into everyday activities from early childhood through high school. Last year students in ninth grade began using iPads to access digital curriculum and collaboration tools while also receiving individualized instruction in math, language arts, science and social studies—all with the goal of enhancing student learning. The pilot was successful and this year, iPads will be used by all ninth and tenth grade students. Technology engages our students and their achievement has increased. In Minnetonka, technology is changing the way teachers teach and children learn.

We believe there is no limit to student learning. Our students are being challenged to stretch their minds beyond traditional grade level expectations. As a School Board, we are responsible for envisioning how best to prepare the next generation of artists, scientists, writers, business and community leaders. We believe we are taking the necessary steps to realize that vision.

With gratitude,

The Minnetonka School Board



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After extensive research of high performing school districts around the country, the New Albany Plain Local School District (OH) selected Minnetonka School District as the district they wished to study and emulate through benchmarking. The benchmarking study, funded by the New Albany Community Foundation, sought to identify the characteristics of a high performing school district. The study group reported the following characteristics from Minnetonka to guide planning in New Albany: child-centered focus, a culture of high expectations for intellectual inquiry, visionary commitment to innovation and communication, clear alignment of purpose and action, and mutually supportive relationships.



HIGH SCHOOL



iPAD PROJECT

In the fall of 2011, Minnetonka High School undertook a significant pilot project to study the impact of iPads and 1:1 computing on student learning. During the pilot one-half of the freshman class was issued iPads for use in math, English and science classes. The success of iPads as social and leisure tools was well established. The Minnetonka study sought to determine its usefulness as an educational tool. The results were compelling: more homework completion, more engaged and collaborative learning, more efficient and timely feedback to students about their learning, more organized students and overall better grades when comparing students taught by the same teacher for the same course. *(Read more about the iPad pilot on page 16. Learn more about Minnetonka's iPad Project at <http://www.minnetonka.k12.mn.us/ipad>.)*

WRITING CENTER BUILDS CONFIDENT WRITERS

Writing is an essential skill for students in grades K-12 and in the world beyond high school. The Writing Center's mission is to build competence and confidence in student writers and support teachers across the curriculum. Initially funded by an endowment from the Minnetonka Public Schools Foundation, The Writing Center has become an integral service at MHS. Staffed by teachers, The Center offers one-on-one writing conferences, in-class writing workshops and literacy-themed enrichment programs. Our core focus is working with students on academic papers.



iPADS IN THE CLASSROOM
MHS ninth graders complete assignments electronically in English class.

A dynamic group of 30 students and 10 community volunteers serve as coaches in The Writing Center, along with staff members. Nominated by their teachers for their writing and leadership skills, student coaches provide feedback for their peers during the writing process.

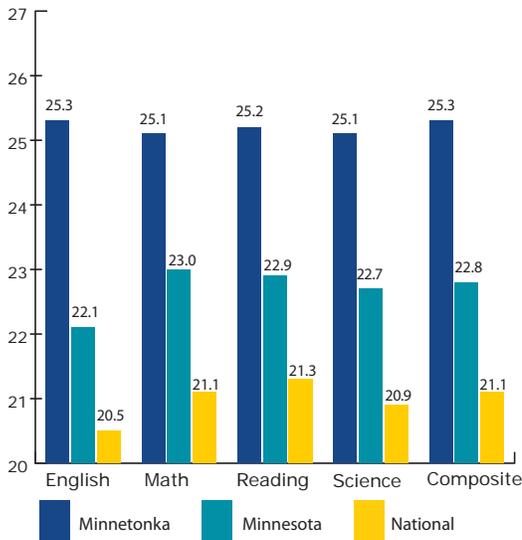
Off the Page, an on-stage celebration sponsored by The Writing Center, features conversations between MHS students and local professionals. Now in its sixth year, this event showcases the importance and diversity of writing in the real world. *Off the Page* has brought world-class talent to the Minnetonka stage, including an award-winning playwright, PhD chemist, television producer, doctor, singer/songwriter, economist and many journalists. *(Learn more about Minnetonka's Writing Center at <http://www.minnetonka.k12.mn.us/writingcenter>.)*



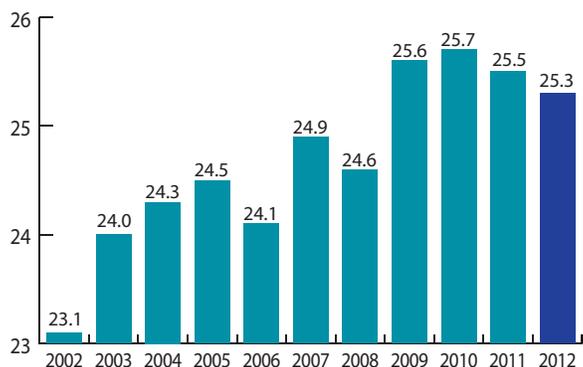
ACT RESULTS

Minnetonka High School's Class of 2012 posted an ACT composite score of 25.3, which far exceeds the state average of 22.8 and the national average of 21.1. Minnetonka scores are among the highest in the state and are competitive with top public and private schools throughout the nation.

ACT SCORES BY SUBJECT (Test scores for the 2012 graduating class)



ACT TEN-YEAR COMPOSITES (Test scores by MHS graduating classes)



MINNETONKA ACT COMPARISON

The table below lists the average ACT composite scores for Minnetonka and other area schools, as well as the average ACT composite for Minnetonka's Top 100, Top 200 and Top 400 students. Because private schools can be selective in the admission process, we believe Minnetonka's Top 100 and Top 200 ACT composite scores are important benchmarks in comparison to those of area private schools.

School	Average ACT Composite Scores
Minnetonka Top 100	31.7
Minnetonka Top 200	30.1
Minnetonka Top 400	27.6
Minnetonka (All)	25.3
Benilde-St. Margaret	26.0
Blake	29.6
Breck	28.0
Chanhassen	23.2
Chaska	23.2
Eden Prairie	25.2
Edina	26.2
Hopkins	23.3
Holy Family	25.5
Orono	26.1
Wayzata	26.0
Westonka	24.3

SAT RESULTS

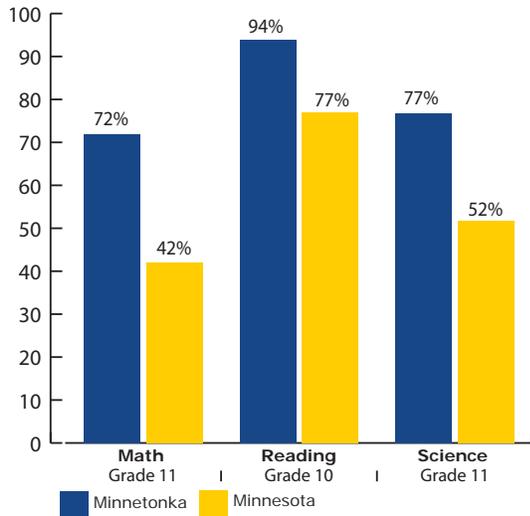
The SAT exam is commonly used for application to East and West Coast colleges. Approximately 17 percent of our 2012 graduating class took the SAT. Nationally, SAT scores fell to their lowest point since 1995. According to the College Board, the drop is due to a greater number of students aspiring to attend college, resulting in less prepared students taking the SAT. Minnetonka students continue to outperform both state and national averages. In 2002, Minnetonka High School average SAT was just below the national average, with 555 Verbal and 578 in Math (out of 800). In the last decade scores have climbed significantly.

SAT Scores	Year	Reading	Math	Writing
Minnetonka	2012	629	626	615
	2011	641	635	610
	2010	641	644	624
	2009	625	624	607
	2008	608	627	589
Minnesota	2012	594	607	580
	2011	593	609	577
	2010	594	607	580
Nation	2012	501	516	492
	2011	497	514	489
	2010	501	516	492

MINNESOTA STATE ASSESSMENTS

The MCAs are state tests designed to meet high standards. Students must pass the Graduation-Required Assessment for Diploma (GRAD) portion of the MCA tests in order to receive a Minnesota high school diploma.

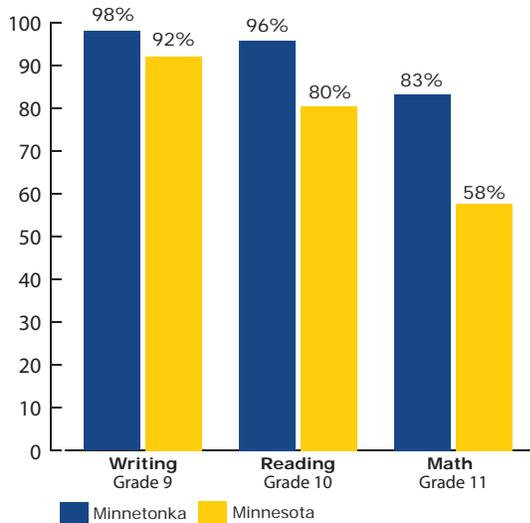
Percent of Students Scoring Proficient on MCAs



GRAD WRITING, READING AND MATH

- Ninth Grade Writing: 98 percent of Minnetonka ninth graders passed on their first attempt.
- Tenth Grade Reading: 96 percent of Minnetonka tenth graders passed on their first attempt.
- Eleventh Grade Math: 83 percent of Minnetonka eleventh graders passed on their first attempt; statewide only 58 percent of students passed.
- Students who do not pass must seek remedial assistance and may retake the test.

Percent of Students Passing (First Attempt)



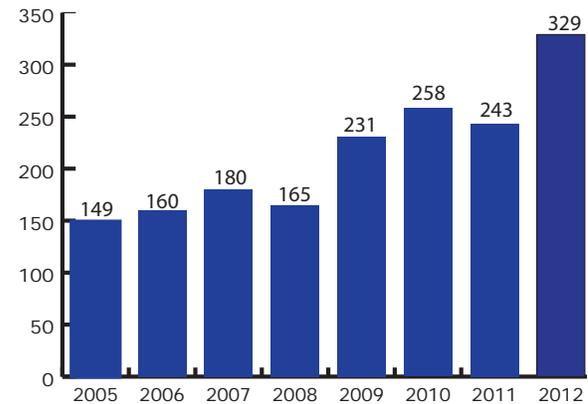
IB AND AP ENROLLMENT

Minnetonka High School's Advanced Placement (AP) and International Baccalaureate (IB) programs continue to grow each year as more students choose to take these challenging courses. Minnetonka High School offers 26 IB courses and 20 AP courses for which students can earn college credit and weighted grades for academic honors. Research shows that students who take college-level courses (IB/AP) while still in high school are more likely to attend more selective colleges, typically experience greater academic success in college and have higher college graduation rates.

Minnetonka AP Enrollment

	Number of Students Taking AP Exams	Number of AP Exams Taken
2012	822	1,522
2011	718	1,432
2010	693	1,398
2009	691	1,403
2008	564	1,027

Minnetonka AP Scholars



Students who score a three or higher on three or more AP exams earn the distinction of AP Scholar.

Minnetonka IB Enrollment

	Number of Students Completing at Least One IB Course	Number of Students Taking IB Assessments
2012	436	340
2011	323	270
2010	269	234
2009	293	218
2008	218	144



30 IB DIPLOMAS

IB diplomas are awarded to students who complete the International Baccalaureate Diploma Programme, which includes an extended essay, 150 hours of creativity, action and service (CAS) and success in all six of their IB subject exams.

Class of 2012: Caitlin Beauchamp, Lily Dorn, Matthew Eckerber, Bailey Fagerlee, Brianna Falk, Maria Filsinger, Marissa Haeny, Abby Hansen, Mae Hanzlik, Elizabeth Henson, James Holden, Jessica Ibri, Claire Kelloway, Chandra Kethi-Reddy, Nick Leaf, Birch Malotky, Grace Maples, Becky Marks, Liang McIntosh-Yee, Rachel Molland, Julienne Ness, Amy Parr, Jenny Reschke, Dylan Richardson, Abbie Sharpe, Nick Swanson, Tate Swanson, Alex VanDyke, Rachel Yang, Rachel Zeman

328 AP SCHOLARS



U.S. Presidential Scholar Maria Filsinger and MHS teacher Cheryl Duncan at the Presidential Scholar Ceremony in Washington, D.C.

37 NATIONAL AP SCHOLARS: Granted to students who receive an average of at least 4 on all AP exams taken, and scores of 4 or higher on eight or more AP exams.

Class of 2012: Kyle Anderson, Courtney Bade, Matthew Banker, Jackson Baril, Elijah Broadbent, Robert Dryke, Elise Fester, Maria Filsinger (awarded in 2010), Bradley Fredrickson, Zachary Goldberg, Madison Hager, Thomas Hargrave, Alexandra Hitt, Nicholas Jones, Alyna Katti, Kevin Knapp, Christopher Kruger, Aude Lefranc, Maria Linn, Quinn Mallery, Jeremy Nelson, Peter Nelson, Sonja Nelson, Sam Nickolay, Natalie Quarberg, David Schneider, Hayden Sharma, Hayley Sharma, Samuel Stoltenberg, Megan Wagner, Daniel Wang, Margaret Weiss

Class of 2013: Justin Bader, Charles Du, Adam Dutton, Jacob Neis, Elliot Tobin

85 AP SCHOLARS WITH DISTINCTION: Granted to students who receive an average of at least 3.5 on all AP exams taken, and scores of 3 or higher on five or more AP exams.

Class of 2012: Danika Jo Anderson, Katie Barrett, Zachary Berman, Jacob Blackford, Julia Boudreau, Matthew Broschard, Kyle Bunkelman, Sarah Campbell, Ricardo Celleri, Mitchell Clark, Felix Crepeau, Jordan Debol, Abigale Denham, Isaac Evans, Jacob Fossing, Scott Goodman, Sydney Groll, Richard Jennis, Nicholas Jones, Hailey Kragness, Abigail Kroll, Evan Larson, Ethan Lauer, Rachel Lehman, Alexandra Lidstone, Ryan Liebl, Maya MacGibbon, Brittany Marshalla, James McFarlin, Evelyn McLaughlin, Heidi Mendez, Brianna Naumchik, Brett Olson, Jeffrey Patterson, Emily Rausch, Katherine Roy, Sarah Ryan, Matthew Saunders, Jessica Schacht, Samuel Schlangen, Samuel Schmieg, David Shultz, Kari Stauss, Daniel Stevenson, Sara Suppan, Katherine Trebisovsky, Matthew Truex, Theodore Vaala, Parks Wagner, Molly Weavers, Max Wingfield

Class of 2013: Abby Axelson, Erica Bindas, Heather Blundell, Jacob Caswell, Ellen Daly, Emily Facile, Mitchell Harris, Tyler Harris, Toshi Higashi, Alexis Hobot, Gregory Hooks, Duncan Hurrelbrink, Andrew Julius, Hosni Kaissi, Shelby Koskela, Kathleen Lantto, Jeremy Marks, Ryan McMurtry, Adnan Nashawaty, Abigail Rendos, Maximilian Rezek, Alexandra Schmiechen, Zoe Schmiechen, Andrew Schwebach, John Seylar, Mackenzie Smith, Julia Tabat, Jacqueline Terrell, Jake Theis, Marissa Train, Jenna Weber, Michael Werley

Class of 2014: Gurshaan Madan, Jonathan Murphy

71 AP SCHOLARS WITH HONOR: Granted to students who receive an average of at least 3.25 on all AP exams taken, and scores of 3 or higher on four or more AP exams.

Class of 2012: Andrew Buckley, Madison Dinndorf, Evan Drantch, Matthew Eckerberg, Christina Erickson, Joseph Froehling, Marie Ghreichi, Courtney Giese, Julian Hagberg, Taylor Helmer, Kailey Holmes, David Huston, Elizabeth Kapsner, Kyle Keenan, Ardavan Khodaverdian, Genevieve Lantto, Chase Leinberger, Shelby Moore, Samuel Olson, Charles Penn, Matthew Pricco, Kathryn Quaglia, Austin Redfield, Nicklaus Reece, Hannah Skallman, Kevin Sundquist, Kathleen Thompson

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Minnetonka students earned the distinction of AP Scholar, including a school record of 37 National AP Scholars who scored well on 8 or more AP exams.

Class of 2013: Ariana Ackerman, John Baron, Alexandra Braiedy, Mikayla Coxe, Elizabeth Crist, Elizabeth Crowell, Madison Dahl, Elizabeth Drantch, Dane Falline, Ryan Flynn, Hannah Goblirsch, Michael Golz, Evan Gosen, Sam Gregerson, Siddharth Gupta, Anne Haakenstad, Bjorn Hansen, Amber Hart, Ryan Hedblom, Joanna Hedstrom, Kristen Hendrickson, Katherine Hicks, Griffin Huge, Natalie Hunninghake, Jessica Kanter, Cameron Lindberg, Wenfei Liu, Madeleine Loosbrock, Caitlin McGoldrick, Nicholas Nesbitt, Madeline Peters, Caroline Porter, Orin Powers, Sara Reiskytl, Madison Rusch, Nicholas Saddler, Amelia Schilling, Elizabeth Streif, Jacob Wagener, Andrew Walker, Ellen Wiese

Class of 2014: Adam Krueger, Victoria Niu, James Sebold

135 AP SCHOLARS: Granted to students who receive scores of 3 or higher on three or more AP exams.

Class of 2012: Alexandra Akins, Helen Andersen, Natalee Andrews, Erik Baskin, Beau Bates, Keaton Beck, Anna Benke, Alexander Butler, Gretchen Bye, Taylor Caligiuri, Kelly Davis, Jack Delosh, Mary Dorn, Rachel Dunkley, Kendall Dunn, Emily Dzurak, Courtney Eato, Ryan Fargo, Lauren Fieldhouse, Stephanie Fiore, James Fleming, Cody French, Eleanor Gilbert, Chad Grossmann, Christopher Grover, Haley Gunderson, Trevor Haugdahl, Joshua Heim, Meghan Heldt, Austin Hensley, Hayley Hoaglund, Erin Hoebelheinrich, Rachel Hugo, Evan Hurrell, Jessica Ibri, Elizabeth Izaguirre, Lauren Jerome, Isabel Johnson, Chandra Kethi-Reddy, Sierra Koehler, Christopher Langseth, Marit Larsen, Frederick Lindekugel, Carly MacGowan, Sarah Mahoney, Birch Malotky (awarded in 2010), Helen McCullough, Meghan McGraw, Liang McIntosh-Yee (awarded in 2010), Anthony Miller, Alek Mintz, Taylor Morgan, Stephanie Olson, Timothy Pearson, Paget Pengelly, Julian Prowizor, Janie Reiter, Grace Rheinhart, Christian Roemhildt, Allison Ryan, Kevin Schneider, Ellen Schwartz, Jeremy Scott, Eric Sikorski, Nicole Sovde, Lauren Stempel, Elizabeth Stickler, Caitlin Sullivan, Austin Thomas, Marissa Thorson, Andrew Turnblad, Alexander VanDyke, Hannah Vanochten, Zachary Vashaw, Brandon Wixo, Callyn Wolff, Erika Youngstrom

Class of 2013: Annalyn Alt, Jennifer Anderson, Tillery Bailey, Patrick Birdwell, Laura Bowman, Stephanie Burton, Noah Busch, Eben Crawford, Anne Daly, Michael Dircz, Alexandra Easley, Adelaide Ferguson, Charles Fossey, Taylor Fredrickson, James Gillingham, Adam Hauge, Sarah Hodapp, Kyle Hoffman, Nathan Janssen, Alissa Johnson, Casey Keating, Meredith Kelly, Sarah Kemp, Russell Kerber, Korina Klaysmat, Jacob Lahammer, Hamish Limond, William Lindfors, Anna Meiusi, Taylor Moore, Amy Norheim, Eduardo Nunez, Morgan Olsen, Nikki Osteraas, Alexander Peterson, Amanda Peterson, Maxwell Peterson, Michael Pomroy, Jared Rasula, Lucy Rowland, Margarita Rudenko, Miles Sebal, Kelsey Sissel, Brenna Stanecki, Taylor Stemler, Nicholas Stokfisz, Amy Stoltenberg, Leif Tang, Kaila Thatcher, Olivia Troy, Joe Twaddle, Lucas Vroege

Class of 2014: Piers Brennand-Francis, Elisa Hofmeister, Alex Klein, Jonathon Meyer, Samuel Stromwall, Jesse Thorson

NATIONAL MERIT: CLASS OF 2013

This year, Minnetonka has ten National Merit Semifinalists and two National Achievement Semifinalists. These current seniors scored among the top in the nation on the PSAT taken in October of their junior year. The semifinalists must now complete an additional application to continue in the National Merit Scholarship competition.

NATIONAL MERIT SEMIFINALISTS Heather Blundell, Alexandra Braiedy, Charles Du, Justin Horst, Shelby Koskela, Julia Marshall, Jacob Neis, Russell Nelson, Madison Rusch, Ellen Wiese

NATIONAL ACHIEVEMENT SEMIFINALISTS
Mitchell Harris, Tyler Harris

NATIONAL MERIT COMMENDED STUDENTS Ariana Ackerman, Mikayla Coxe, Megan Daly, Emily Dorman, Michael Golz, Anne Haakenstad, Mitchell Harris, Kristen Hendrickson, Zackery Henslee, Toshi Higashi, Gregory Hooks, Duncan Hurrelbrink, Madelyn Klabunde, Jacob Lahammer, Cameron Lindberg, Madeleine Loosbrock, Madeline Peters, Alexandra Pevzner, Margarita Rudenko, Emily Simso, Julia Tabat, Jenna Weber, Erica Bindas, Abby Axelson

NATIONAL HISPANIC SCHOLAR Madeleine Loosbrock



MHS SCHOLARS

Principal Dave Adney with the Class of 2013 National Merit Semifinalists and National AP Scholars.

CLASS OF 2012 COLLEGE ENROLLMENT

The economy and rising higher education costs have impacted college enrollment choices. In 2005, 58% of the graduating class enrolled in out-of-state schools compared to 45% this year. The Class of 2012 submitted 2,720 college applications to 407 colleges and universities. Here are the schools Minnetonka's most recent alumni selected for enrollment:

Adrian College (1)	Iowa State University (28)	Olivet Nazarene University (1)
The University of Alabama (1)	Iowa Western Community College (1)	Parsons The New School for Design (1)
The American Musical and Dramatic Academy (1)	The University of Iowa (3)	Providence College (1)
Arizona State University (2)	Johns Hopkins University (1)	Purdue University (1)
The University of Arizona (1)	Kansas State University (3)	Queens University of Charlotte (1)
The Art Institutes International Minnesota (3)	University of Kansas (4)	Rensselaer Polytechnic Institute (2)
Auburn University (1)	University of La Verne (1)	University of Richmond (2)
Augsburg College (2)	Lake Superior College (2)	Roger Williams University (1)
Augustana College (1)	Lakehead University (1)	College of Saint Benedict (1)
Aveda Institute Minneapolis (1)	Leiden University College The Hague (1)	Saint John's University (6)
Azusa Pacific University (1)	Liberty University (1)	Saint Paul College (1)
Bauman College (1)	Loyola Marymount University (1)	University of San Diego (4)
Baylor University (4)	Loyola University Chicago (2)	Sarah Lawrence College (1)
Bemidji State University (7)	Loyola University Maryland (1)	Savannah College of Art and Design (1)
Benedictine University (1)	Loyola University New Orleans (1)	Seattle Pacific University (1)
Bentley University (1)	Luther College (3)	South Carolina State University (1)
Bethel University – MN (10)	Macalester College (1)	South Dakota State University (3)
Biola University (1)	Marquette University (3)	University of Southern California (2)
Boston College (1)	University of Massachusetts, Amherst (1)	Southern Methodist University (1)
Boston University (2)	McNally Smith College of Music (2)	Spelman College (1)
Brigham Young University (4)	Messiah College (1)	St. Catherine University – St. Paul (2)
Brown University (1)	Miami University, Oxford (2)	St. Cloud State University (21)
California Institute of Technology (1)	Michigan State University (2)	St. Cloud Technical & Community College (1)
California Polytechnic State University, San Luis Obispo (1)	Michigan Technological University (1)	St. Mary's College of Maryland (1)
California State University, Monterey Bay (1)	University of Michigan (2)	St. Olaf College (16)
Carleton College (2)	Minneapolis College of Art and Design (1)	St. Petersburg College (1)
University of Central Florida (1)	Minneapolis Community & Technical College (4)	College of St. Scholastica (2)
University of Chicago (2)	Minnesota Life College (1)	University of St. Thomas (20)
Clemson University (1)	Minnesota State Community & Technical College, Fergus Falls (1)	Stanford University (1)
University of Colorado at Boulder (1)	Minnesota State University, Mankato (19)	Swarthmore College (1)
Colorado Mountain College, Alpine (1)	Minnesota State University, Moorhead (3)	University of Tennessee, Knoxville (1)
Colorado State University (2)	University of Minnesota, Crookston (1)	Texas Christian University (3)
Columbia College (2)	University of Minnesota, Duluth (33)	The Institute of Production & Recording (2)
Concordia College – Moorhead (1)	University of Minnesota, Twin Cities (67)	Tufts University (2)
Concordia University at St. Paul (5)	University of Missouri Columbia (5)	United States Military Academy (1)
Cornell College (1)	Montana State University, Bozeman (13)	United States Naval Academy (1)
Crown College (2)	The University of Montana, Missoula (1)	Ursinus College (1)
The Culinary Institute of America (1)	Moody Bible Institute (1)	Vanderbilt University (1)
Dartmouth College (1)	University of Nebraska at Lincoln (9)	Vermilion Community College (1)
University of Denver (1)	University of Nebraska at Omaha (1)	University of Victoria (1)
DePaul University (2)	University of New Hampshire (1)	Virginia Polytechnic Institute & State University (1)
Des Moines Area Community College (1)	Normandale Community College (51)	University of Virginia (1)
Drake University (7)	University of North Carolina at Greensboro (1)	Washington University in St. Louis (1)
Dunwoody College of Technology (2)	North Dakota State University (20)	Wellesley College (1)
Flagler College (2)	University of North Dakota (14)	Williston State College (1)
Florida State University (2)	North Hennepin Community College (1)	Winona State University (6)
George Mason University (1)	Northeastern University (2)	University of Wisconsin, Eau Claire (12)
Georgetown University (1)	University of Northern Iowa (1)	University of Wisconsin, La Crosse (5)
Georgia Southern University (1)	Northern Michigan University (1)	University of Wisconsin, Madison (24)
Grand View University (1)	Northern State University (1)	University of Wisconsin, Milwaukee (3)
Grove City College (1)	Northland Community & Technical College (1)	University of Wisconsin, River Falls (4)
Gustavus Adolphus College (14)	Northwestern College (4)	University of Wisconsin, Stevens Point (1)
Hamline University (1)	Northwestern College (1)	University of Wisconsin, Stout (5)
Hennepin Technical College (8)	Northwestern University (2)	Wyotech Institute (1)
Hope College (1)	University of Notre Dame (1)	Xavier University (1)
Indiana University at Bloomington (6)		



CLASS OF 2012

99%

graduation rate

93%

college-bound

80%

attending 4-year colleges
and universities

13%

attending 2-year colleges

48%

attending Minnesota
colleges and universities

45%

attending out-of-state
colleges and universities



Abby Hansen, now a student at the University of Minnesota, and Rachel Yang, now attending Swarthmore College, were selected as MHS seniors to blog about their college application process for *The New York Times*.

www.minnetonka.k12.mn.us



MIDDLE SCHOOLS

ACADEMIC RIGOR

As elementary students in Minnetonka continue to perform at high levels, teachers at the middle schools have designed new courses to meet rising student achievement.

A new science course for sixth and seventh grade students covers three years of Earth and Life Science material in two years. This allows students to take an accelerated Physical Science class in eighth grade which is typically a ninth grade course. “This class incorporates guided research, inquiry and project-based learning,” said Jason Miller, a Middle School East science teacher. “These are all 21st century skills students will need in high school and beyond.”

Math students are seeing new curriculum that challenges them at increased levels. Eighth grade students have the opportunity to take a Linear Algebra course—typically taught at the high school level. Math students are also able to access online lessons and interactive quizzes that help extend their learning outside of the classroom.

APPLYING STEM IN COSTA RICA

Middle school students develop a passion for STEM—science, technology, engineering and math—with highly interactive, hands-on, group activities. Each project is designed to emphasize collaborative learning, analytical thinking, problem solving, creativity and effective experimental design. Through these activities students grow in confidence and curiosity while gaining critical 21st century skills.

For the past two summers, a group of seventh and eighth grade students spent one week engaged in STEM activities in Costa Rica. “This trip reinforces what we learn in our ecology lessons in class. Students experience first-hand how to collaborate in teams to solve real-world issues,” said Jennifer Matejka, an MMW teacher.

Students are immersed in STEM. Costa Rica is an ideal setting to study biodiversity, wildlife, conservation and sustainability. Near one of the world’s most active volcanoes, students get a hands-on lesson in seismology and learn to measure a volcano’s activity using a robot and sensors.

At a self-sustaining organic ranch, students observed how the locals produce electricity, grow food and use compost to heat water. At a wildlife preserve, students went on a night patrol for leatherback turtles and helped release 40 baby turtles into the wild.

Students also got an introduction to rocket science, learning how new technology harnesses plasma to speed up space travel. “My trip was an amazing adventure, being able to explore a variety of habitats from beaches to rainforest to a volcano,” said student Charlotte Thomasson.



STEM IN COSTA RICA

A middle student measures volcanic activity with a seismologist.

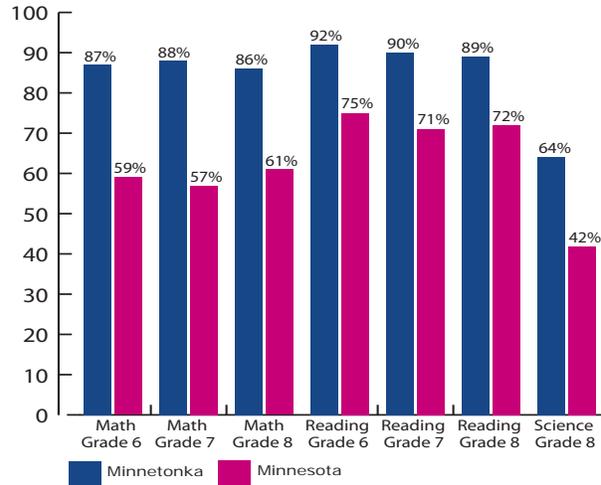
MINNESOTA STATE ASSESSMENTS

Administered annually, the MCAs are state tests in reading, math and science that meet the requirements of the federal No Child Left Behind (NCLB) Act. The tests measure student performance on the Minnesota Academic Standards, which define what our students should know and are able to do in a particular grade. In math, state standards include all students completing Algebra by eighth grade.



MCA TEST RESULTS

Percent of Students Scoring Proficient on MCA Tests



SUMMER CLIMB WITH KHAN ACADEMY

Minnetonka schools are committed to innovation. We tap the collective genius of teachers, parents and students to create new opportunities for students. One such idea, piloted last summer, is Summer Climb with Khan Academy. Two teachers at Minnetonka Middle School East developed the Summer Climb program: an online summer learning opportunity with personalized learning goals and teacher support for sixth grade students transitioning from Math 6 to Pre-Algebra.

Using the Khanacademy.org website (a highly regarded archive of video lessons), teachers tailored a program to match specific student learning gaps. While the web offers a plethora of resources, many 11-14 year olds are easily overwhelmed navigating through all that is available. During Minnetonka's Summer Climb, teachers identified targeted lessons for skill-building and followed up with the students about what they learned.

LANGUAGE IMMERSION ADVANCES TO MIDDLE SCHOOL

During the last two years, middle school leaders have been preparing for the Chinese and Spanish Immersion Program to reach the middle school in the fall of 2012. Minnetonka's program is unique in being the only one in Minnesota, and one of a few in the nation, that provides both Spanish and Chinese immersion options in middle school. The School Board and administration engaged parents extensively. Following a comprehensive parent survey, the current immersion program emerged with very high levels of support from parents. Last November, the School Board adopted the program designed to:

- Provide for continued development of immersion language proficiency
- Allow for access to all honors and elective courses
- Support social/emotional student development and create a "whole school" environment
- Ensure all students experience the benefits of a traditional middle school



ROBOTICS PROJECT

A middle school student uses engineering design concepts to build a robot.



ELEMENTARY SCHOOLS

LANGUAGE IMMERSION

Minnetonka’s elementary program includes a variety of options for students and families. Entering kindergarten, families may elect to enroll in our English program, Chinese Immersion program or Spanish Immersion program. Each year, approximately 50 percent of kindergarten students elect to enroll in the English program and about 50 percent elect a Language Immersion program; families are asked to make a six-year commitment to the Immersion program. Language Immersion was first introduced in 2007, and in 2012 our first class of Immersion students completed the elementary program. Looking forward to middle school, 95 percent indicated an intent to continue in the middle school program. Overall, parents and students have reported high levels of satisfaction with the program, with 96 percent of parents surveyed reporting their child enjoys school and 96 percent reporting their child is prepared to advance to the next grade level. (See test results by program on page 14.)



NAVIGATOR PROGRAM

For exceptionally gifted students in grades 2 to 5, the Navigator Program serves a very unique group of learners with I.Q.’s of 145 and above. These students demonstrate high levels of processing speed, focus in interest areas, intellectual curiosity, intensity and big picture thinking.

Eighty years of research shows that the academic, social and emotional needs of exceptionally gifted students cannot be met in the regular classroom setting or even in the District’s high potential programs. Creating an environment suitable to educate these unique learners will lead to significant achievement gains, improved social growth and elimination of student isolation.

The Navigator classrooms are located in Excelsior, Clear Springs and Scenic Heights Elementary Schools, and serve 107 students from across the District and metro area.

NAVIGATOR STUDENTS

Clear Springs second and third grade Navigator students investigate different species of lizards and tree frogs.



FINE ARTS EXPANSION

Inspired by a School Board goal for world-class excellence in the fine arts, the District has enhanced fine arts education, co-curriculars and performances. During the 2011-12 school year, all elementary schools implemented a music-option model for fifth grade, which allowed students to begin to focus on choral or instrumental music, if they so chose. The new model was well-received by parents and students, with 82 percent of parents expressing satisfaction with the program. More importantly, the quality of music performed by fifth graders at all six schools has been outstanding. With more focused time, students are progressing through instructional levels more quickly and enjoying more challenging pieces earlier in their music development.

In theatre arts, a new elementary musical theatre program involved more than 350 fourth and fifth grade students in six productions of *Disney's 101 Dalmatians*. Each elementary school had its own cast and director over the six-week run in the Excelsior Auditorium Theatre. Fine arts performance opportunities have long been recognized for increasing students' communication skills and confidence. The presentation and performance skills developed in elementary school will better position students for success in many areas later in life. The success of the musical theatre program will continue with performances of *The Jungle Book* this year. "This is more than a simple elementary school pageant," said Director Trent Boyum. "It will be a really big and professionally produced production, a great learning experience for our kids, and a wonderful chance for families to celebrate the arts in our elementary schools."



ELEMENTARY ORCHESTRA

A Clear Spring student prepares for an upcoming concert.

21ST CENTURY LEARNING ACTIVITIES

Elementary students in Minnetonka are designing solar cars, launching rockets and creating trebuchets as we increase our focus on STEM at the elementary level. Students use integrated solutions with science, technology, engineering and math to solve complex problems.

Fifth grade students at Deephaven Elementary had a chance to visit Crane Engineering in Plymouth, MN to put their 21st century skills to the test. Throughout the year, students learned concepts in the classroom. Then, during a field trip in May, they were given real-world scenarios as they worked alongside professional engineers. At one station, students adjusted weights, angles and tension as they tried to get the best result from catapulting items with a trebuchet.

"When kids have a chance to do the experiments themselves and collect their own data, it's far more meaningful," said Karl Boberg, a Deephaven fifth grade teacher. "They are actually doing the science and engineering."



STEM incorporates 21st century skills like collaboration and problem-solving into lessons taught in second through fifth grade classrooms across the District.

ENGINEERING DESIGN

Employees from Crane Engineering firm provided hands-on engineering lessons for Deephaven students.

OLWEUS BULLYING PREVENTION

Over the last two years, all Minnetonka elementary schools have implemented the research-based Olweus Bullying Prevention program. The program encourages students to speak up and discourage bullying. Research indicates that there are actually a small number of children who bully or are bullied, but many bystanders who remain quiet. Encouraging respect and belonging and encouraging students to report bullying are critical components in bullying prevention.

K-5 STUDENT ACHIEVEMENT

MINNESOTA STATE ASSESSMENTS

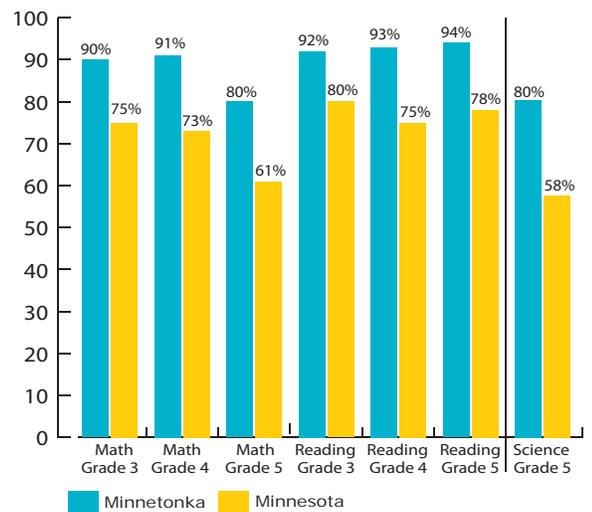
The MCAs are state tests in reading, mathematics and science and meet the requirements of the federal No Child Left Behind (NCLB) Act. These tests are given every year to measure student performance on the Minnesota Academic Standards, which define what our students should know and are able to do in a particular grade. Elementary students are assessed in math and reading in grades 3-5 and in science in grade 5. Tests are designed to become increasingly more challenging relative to the grade level each year.

ACHIEVEMENT BY PROGRAM

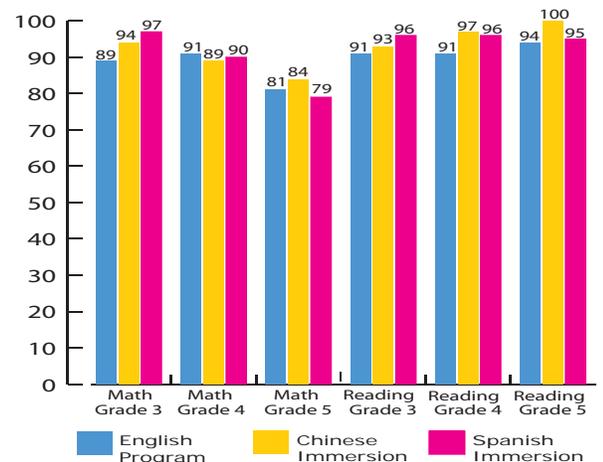
Elementary students may enroll in English, Spanish or Chinese Language Immersion. Language Immersion is designed for English-speaking students to attain fluency in a second language; all classroom instruction is taught in the target language until third grade when direct instruction in English begins. The English and Immersion Programs follow the same high-quality elementary curriculum. State testing begins in third grade and is administered in English to all students. The 2012 results show Immersion students perform on par with their English program peers.

One of the early concerns about Immersion was that students might lag behind English program peers on English exams. However, this has not happened in Minnetonka's Immersion program. The 2012 state test results show that Immersion students perform on par with or better than their English program peers in both math and reading. It is critical that every Minnetonka student function at high levels in English. That is the case. Our Immersion students acquire two valuable tools for the future: English and either Spanish or Chinese fluency.

MCA Scores: % of Students Scoring Proficient



MCA Scores: Proficiency by Program





NWEA RESULTS

The NWEA tests measure academic achievement in math and reading for students in grades K-8. Administered in both the fall and spring, the tests pinpoint students' strengths and growth areas. The computerized test is designed to adjust the difficulty of questions based on student responses and targets the appropriate level of learning. The data allows teachers to know each child's starting point, knowledge gaps and readiness to learn new concepts in order to move each child to the next level of learning. It also provides parents valuable growth data about their child's learning.

The District uses NWEA scores to ensure that students who perform above grade level continue to be challenged at their instructional level and students who struggle receive the appropriate interventions and support.

As student achievement has improved in recent years, Minnetonka students have begun topping out the NWEA tests which are designed to measure up to an eleventh grade level nationally. In math, once students have exceeded the limits of the NWEA tests, students begin end-of-course exams developed by NWEA for Geometry and Higher Algebra.

In the table below, the NWEA spring 2012 results show how Minnetonka's middle, or average, student at each grade level compare to national norms. In spring 2012, Minnetonka kindergartners performed at early first grade levels. By fifth grade, the average Minnetonka student performed beyond eleventh grade nationally in reading.



STUDENT ACHIEVEMENT

NWEA data allows teachers to know each child's starting point and readiness to learn new concepts.

Spring 2012 NWEA Results

Minnetonka Students in Grade:	Minnetonka Reading Performance Equals National Average at:	Minnetonka Math Performance Equals National Average at:
Kindergarten	Early 1 st Grade	Early 1 st Grade
Spring of 1 st Grade	Middle of 2 nd Grade	End of 2 nd Grade
Spring of 2 nd Grade	End of 3 rd Grade	End of 3 rd Grade
Spring of 3 rd Grade	Middle of 5 th Grade	Middle of 5 th Grade
Spring of 4 th Grade	Middle of 7 th Grade	Early 7 th Grade
Spring of 5 th Grade	Beyond 11 th Grade	Middle of 10 th Grade
Spring of 6 th Grade	Beyond 11 th Grade	Beyond 11 th Grade
Spring of 7 th Grade	Beyond 11 th Grade	Beyond 11 th Grade
Spring of 8 th Grade	Beyond 11 th Grade	Beyond 11 th Grade



“By fifth grade, the average Minnetonka student performs beyond eleventh grade nationally in reading.”



TECHNOLOGY ACCELERATES LEARNING

iPADS TRANSFORM LEARNING

Minnetonka has been a leader in using technology as an accelerator of learning since voters approved a dedicated technology referendum in 2002. During the last ten years, most of our high school curriculum has gone digital, available to students on the web 24/7.

It has been said that the installation of SmartBoards in schools advanced teaching, just as spreadsheet software transformed the field of accounting decades ago. The iPad holds the same promise to transform learning for students. “Integrating technology into learning has always faced one barrier: How to make it readily accessible to all students in a class. The iPad pilot at Minnetonka High School has removed that barrier,” shared Dave Eisenmann, director of instructional technology and media for Minnetonka Schools. “We’ve put technology in the hands of every ninth grade student. This is the most exciting innovation I’ve seen in education.”

Students are issued iPads for the school year, just as they were issued textbooks in past years. Students take notes electronically. They collaborate and build on each other’s ideas through electronic discussion boards and cloud computing. They look up words or research concepts without leaving their chair. They read novels and highlight important points with digital ink. They complete homework and quizzes electronically, which are scored automatically and entered into the teacher gradebook. They can carry all of their homework with them wherever they go on one device that is smaller than one notebook.

As one parent shared, “My ninth grader has ADHD. The iPad has revolutionized her ability to stay organized and get better grades. The less paper, the better for her. She is getting much better grades now... the difference between D/F’s in middle school versus now A/B/C’s in high school... opening her opportunities to colleges and degrees she previously wouldn’t have considered with D/F’s as the norm.”

The initial results of the pilot were strong. Studying student achievement between classes taught by the same teacher, where some classes of students had iPads and other classes did not, students in the iPad group had higher semester grades, more homework completion and showed more engagement in learning. This year, the pilot extended to include all ninth and tenth grade students.



iPAD PROGRAM AT MHS

All freshmen in Minnetonka are issued iPads in place of some textbooks.



LEADING IN EDUCATIONAL TECHNOLOGY

Each year, the technology integration staff in Minnetonka field dozens of calls from other school districts seeking assistance with technology staff development and technology decisions. To streamline the requests, Minnetonka began hosting an annual, one-day Technology Site Visit with up to 150 educators from the Midwest. A registration fee for participants covers all District costs and generates revenue, which supports additional professional development for Minnetonka teachers. Each year the visit sells-out months in advance.

This model has proven so successful that in 2011-12 it expanded to three site visits, two focused on classroom technology use and one focused on the MHS iPad Pilot. The site visit model also expanded to other areas of expertise. Each summer, Minnetonka hosts the annual Summer Institute, enrolling up to 700 regional educators eager to learn about the latest research in education effectiveness.

This fall, Apple is partnering with the District to host a free seminar for educators focused on mobile computing. Minnetonka teachers will be presenting the MHS 1:1 iPad Pilot as well as how personal devices are used in special education and elementary classrooms. Minnetonka teachers continue to be innovative leaders in using technology as an accelerator of learning.

STREAMLINING ONLINE ACCESS FOR PARENTS & STUDENTS

Responding to parents, teachers and students, the District has streamlined our e-learning systems and is now using Schoology as a homework and learning management system. Teachers extend the walls of their classroom by posting homework, files and classroom information that students and parents may access remotely. Schoology also lets teachers engage students with safe interactive social media tools such as online discussions, interactive quizzes and embedded multi-media. Schoology looks a lot like Facebook and leverages the power of a safe social media platform for students to help each other outside of class. It is common for a student to post a question about homework or a concept and before the teacher responds, other students have answered the question. Through Schoology, students can also download assignments, complete them on their computers and submit them to their teachers—all without paper. Parents can log in and view their children's assignments and calendar, even checking on multiple children with one family login. With the transition from our old system now complete, a primary goal at the middle and high schools this year is to increase the consistent use of Schoology among all faculty.

SAFELY ONLINE

In elementary school, Minnetonka's digital literacy standards teach children to be safe online. Students are taught to protect passwords, not share personally identifiable information and report to an adult any messages that make them uncomfortable. All Minnetonka e-learning systems are password protected and filtered on our school campuses.



In the upper elementary grades, students are issued a student email address (with restricted contacts) and a Google apps account which supports cloud storage, online collaboration and paperless assignments. Students learn the difference between productivity tools (used for work) and social tools (used for play). They also learn about their digital footprint—once something is posted online, it stays online.

DISTRICT TECHNOLOGY BY THE NUMBERS

100%

Wireless access at all buildings

5,000

IT Systems

25,000

System User Accounts (students, staff and parents)

100%

Core Classrooms with SMART Boards, Sound Field Solutions and Mounted Projectors

1:3

Computer to Student Ratio

2,500

iDevices (iPads/iPods)

13

IT Support Personnel



ACADEMICS

- The Class of 2012 included 83 students who graduated Summa Cum Laude with a 4.0 or higher GPA.
- Maria Filsinger Interrante is one of the most decorated students in MHS history. Maria was named a 2012 U.S. Presidential Scholar and was the first student to earn both the National AP Scholar Award and the IB Diploma. She won a National Merit Scholarship and a Gold Award on the 2012 National Spanish Exam. She also earned a perfect score of 36 on the ACT. Maria attends Stanford University.
- Posting the best performance in District history in the Continental Math League competition, Minnetonka students took first place in Minnesota and first in our eight-state region at every grade level. Minnetonka also captured the national championship for three grade levels: Grade 2 (tie), Grade 3 (tie) and Grade 6.
- Two teams from Clear Springs took first place at the regional and state Destination ImagiNation tournaments. Both teams qualified for the Global Finals in Tennessee. The fifth grade team placed 8th out of 48 teams.
- Minnetonka High School students Jacob Neis, Heather Blundell and Wenfei Liu were among the top Math League State tournament students, top invitational students and top all-around students.
- The MHS Physics Bowl Team took first place at the four-state Division 1, Region 10 Physics Bowl Competition. Nicholas Jones had the second highest score in Region 10.
- The MHS Supermileage Team won the state championship in the Modified Class with a top run of 686 mpg. A second MHS team placed 2nd in the Experimental Class with a run of 351 mpg.
- The DECA team sent 99 students—a school record—to the state competition. Ten students qualified for the International DECA Competition in Salt Lake City (*DECA students pictured above*).
- One MMW Science Bowl Team took first place at State and represented Minnesota at the National Science Bowl. A second MMW Science Bowl Team won the Civility Award at state for excellent sportsmanship.
- Minnetonka students continue to excel academically by scoring among the top districts in the state on the MCA (Minnesota Comprehension Assessments) reading, math and science test. In Metro area rankings, Minnetonka students are #1 in math and a close second to Edina in reading. Minnetonka is #3 in science.

Top Five Metro Districts in Math	Top Five Metro Districts in Reading	Top Five Metro Districts in Science
Minnetonka 85%	Edina 93%	Mahtomedi 81%
Wayzata 84%	Minnetonka 92%	Wayzata 75%
Mahtomedi 82%	Mahtomedi 92%	Minnetonka 74%
Delano 81%	Orono 91%	Orono 70%
Lakeville 81%	Wayzata 91%	Eastern Carver County 68%



ARTS

- For the eighth time, MHS’s One-Act Play earned the highest rating possible at State with their production of *Equus*. The spring musical, *Legally Blonde*, won a record 21 SpotLight Awards from the Hennepin Theatre Trust.
- Thirteen MHS students earned a total of 22 Scholastic Art Awards, including one Gold Key Portfolio, one Silver Key Portfolio, five Gold Key, six Silver Key and nine Merit awards.
- Brendan Byrne was nationally honored with the Creative Self-Expression Award, sponsored by The Great Frame Up. His scholarship award was presented by actress/artist Jane Seymour.
- Competing in the most advanced category of choral repertoire, Minnetonka’s Treble Choir and Concert Choir both earned unanimous “Superior” ratings at the State Choral Contest.
- The Minnetonka High School Concert Choir performed in Ireland during spring break, with concerts in Dublin, Galway, Bandon and Cork.
- The MHS Marching Band came in first place in three competitions.
- MHS Band students received 35 “Superior” ratings and 16 “Excellent” ratings at the Minnesota State High School League Solo and Ensemble contest. Six students earned “Best in Site” awards for outstanding performances.
- MHS Band and Orchestra students toured Germany, the Czech Republic and Austria during spring break, performing in Salzburg and Prague.
- Twelve middle school students were named to the highly selective State Children’s Honor Choir, State Boys Honor Choir and State Girls Honor Choir.
- Minnetonka’s fine arts theatre program expanded to all six elementary schools with a full production of *Disney’s 101 Dalmatians* complete with sets, lights, costumes and sound.

MHS finished 2nd in State for the MSHSL Challenge Cup, a composite ranking of all athletics and fine arts tournaments.

ATHLETICS

- In 2011-12, MHS varsity athletic teams celebrated one national championship (Cheer Team) and three state championships (Girls Hockey, Boys Alpine Ski, Boys Track True Team). MHS teams were runners up in five sports (Girls Swim & Dive, Girls Alpine Ski, Boys Swim & Dive, Girls Track & Field and Boys Golf).
- MHS finished second—the highest in school history—in the Minnesota State High School League Challenge Cup, a statewide, year-long competition awarded to schools based on their success in Section and State fine arts and athletics tournaments.
- The Varsity Cheer Team won a national championship at the UCA National High School Cheerleading Championships, the first team from Minnesota to win a national championship at this competition.
- The Girls Hockey team won their second consecutive state championship.
- Boys Track & Field won the 2012 Lake Conference Championship and the 2012 State True Team Championship. This is the first time the boys team won a State True Team Championship.
- The 4x800 track relay team of Meghan Janssen, Lucille Hoelscher, Margaret Carruth and Elizabeth Endy were state champs.
- Beau Bates was one of seven top Minnesota student athletes honored by the National Football Foundation with the 2012 Scholar-Athlete Award.
- Anna Benke was awarded the Athena Award for her high school achievements in gymnastics and track and field.



BACK-TO-BACK STATE CHAMPS!

The Girls 2012 Hockey Team celebrates their state championship.



MINNETONKA PARENT SURVEY

THE RESULTS ARE IN

Each year, the Minnetonka School District conducts an annual survey of parents to assess satisfaction with various aspects of our educational program. The online survey was administered during June 2012. More than 2,800 parents, or 31%, responded. Some key findings include:

- 99% of parents rated the education provided by the Minnetonka School District as excellent or good (74% rated the education as excellent, up from 71% in 2011).
- Parent satisfaction at the elementary level remains consistently high at 94%; 97% of elementary parents believe teachers really care about their child and that teachers treat children with respect. All individual elementary subject areas (from Art to Social Studies) had more than 90% satisfaction, including elementary World Language education which improved four points to 92%.
- Parent awareness of the Olweus Bullying Prevention program (in use at each elementary school) dropped by four points to 91%, but parents speaking with their children about preventing and/or reporting bullying increased six points to 98%.
- Parent satisfaction at the middle school level continues to be strong at 92%. Middle school parents continue to rate safety and behavior at incredibly high levels, with 98% responding the school provides a safe environment.
- Parent satisfaction at the high school level is also very high at 93%. In high school, parents indicated an improvement in school-to-home communications about school events (93% in 2012 compared to 88% in 2011) and an improvement in information provided at parent-teacher conferences (88% in 2012 compared to 84% in 2011).
- Parents asked to see more consistent use of Schoology (our e-learning system) for posting homework and course materials. This will be a priority for all schools this year. Parents also suggested expanding the use of iPads and updating the District website (which was completed this summer).
- Overall, 80% of parents trust the School Board and administration to do what is in the best interest of students, and 93% of parents would recommend their child's school to friends or neighbors.



PRESIDENTIAL AWARDS FOR ACADEMIC EXCELLENCE: In 2012, 267 Minnetonka eighth graders achieved in the top 10% nationally and maintained a 3.5 or higher GPA during middle school to earn the Presidential Award.



ALUMNI AWARDS

The annual Minnetonka Alumni Awards Brunch, held Homecoming weekend, recognizes outstanding alumni and former faculty. Our alumni have blazed a trail for others to follow and are an inspiration to current students.

DISTINGUISHED ALUMNI AWARDS

As Minnetonka's premier alumni honor, the Distinguished Alumni Award recognizes distinguished professional achievement, distinguished leadership and service toward the greater good. Our 2012 honorees are Tom Staggs ('78), Chairman, Walt Disney Parks & Resorts, and Dr. Mark Kroll ('70), a medical device inventor.

Tom Staggs joined Disney in 1990 as Manager of Strategic Planning and has advanced through a series of positions of increased responsibility, becoming CFO and Executive Vice President in 1998. He accepted his current position as Chairman of Walt Disney Parks & Resorts in January 2010.

Dr. Mark Kroll is one of the world's most prolific medical device inventors. He has more than 290 issued or pending patents to his credit, which ranks him as Minnesota's top patent holder in all categories and the No. 1 medical device inventor in the world.

DISTINGUISHED SERVICE AWARD

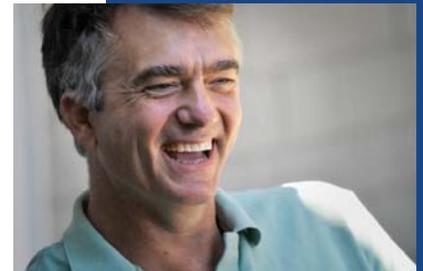
The Distinguished Service Award recognizes alumni with significant volunteer service benefiting the greater good. For over 30 years, Carl Zinn has been involved in and led a variety of fundraising initiatives and programs, including Minnetonka Foundation for Excellence in Public Education, the Our Community, Our Youth program and the Minnetonka Booster Club.

SKIPPERS HALL OF FAME

The Skippers Hall of Fame inducts individuals or teams for former high school achievements in arts, activities and athletics. This year's inductees include Bruce Johnson ('66), Steve Comer ('72), Dr. Justin McHugh ('91) and Missy Peterson Fowler ('95).

FACULTY HALL OF FAME

Minnetonka Faculty Hall of Fame honors former teachers or administrators who inspired in students a passion to excel. The 2012 honorees are Ed Haley (posthumously honored), teacher and guidance counselor at West Junior High, and Harold Melby Groveland Elementary School principal from 1953-1981.



**DR. MARK KROLL (top),
TOM STAGGS (bottom)**
Recipients of this year's
Distinguished Alumni
Awards



MINNETONKA COMMUNITY EDUCATION

Minnetonka Community Education supports the educational, social and recreational needs of the community by serving adults, youth and children throughout the District.

TOUR DE TONKA

The seventh annual Tour de Tonka was held Saturday, August 4. For the sixth straight year the event set a new attendance record with 2,738 riders, up 11.8 percent from 2011. This year Tour de Tonka showcased riders from 212 different communities and 24 states. Riders could select between five route distances. The 2013 Tour de Tonka will be held on Saturday, August 3.

CUSTOMER SATISFACTION REMAINS STRONG

Customer satisfaction with Community Education classes remained strong with 90 percent of survey respondents saying they would rate their experience as good or excellent. This is up five percentage points since 2008-09 when Minnetonka Community Education began using a new customer evaluation process. Survey data is used to create new programs or to adapt existing classes to improve the customer experience.



2012 TOUR DE TONKA

Cyclists of all ages enjoy the annual MCE multi-distanced bicycle ride through Lake Minnetonka communities.

NEW PROGRAM INNOVATION

Implementing new programs and adapting to the needs of the community continue to be top priorities for Minnetonka Community Education. By combining new programs with traditional activities such as computer education, yoga, dance and music, Minnetonka Community Education is able to strengthen and enrich the Minnetonka area. Some of the new classes and programs offered in 2011-12, include:

- Minnetonka Youth Theatre, which offers students the opportunity to participate in a full scale productions performed in both English and Spanish.
- The Kids Culinary Institute, which teaches students in grades 4-8 basic cooking and baking skills. The class culminates with a Top Teen Chef Challenge, where students test the skills they have learned in the class.
- Self Defense for Women, which gives women of high school age (18+) or older greater confidence in their ability to defend themselves. Students learn about awareness, prevention, risk reduction and effective self-defense techniques.



MCE PROGRAM HIGHLIGHTS

- Minnetonka Preschool enrollment increased 3.5 percent.
- Explorers Club before-and-after school childcare program enrollment increased by six percent.
- Minnetonka Music Academy's private lesson enrollment increased by 7.2 percent in 2011-12. The Minnetonka Music Academy now provides to lessons to 695 children ages 3-18.
- 57 STEM classes served 950 participants and 45 languages classes served 498 participants.
- Youth recreation experienced continued growth in 2011-12. Volleyball enrollment increased 66 percent, while rec basketball increased 6.3 percent.
- Minnetonka Preschool, ECFE and Jr. Explorers were awarded a Technical Assistance Center of Social Emotional Intervention (TACSEI) grant, which will help promote healthy social and emotional development.
- New adult classes included Writers Workshop, Self Defense for Women, Sustainable & Native Plant Landscaping and Dog Agility.



New summer activities this year included family canoeing and family tennis.

2011-12 MCE ADVISORY COUNCIL MEMBERS

- Curt Carpenter
- Imogen Davis
- Bailey Fagerlee
- Brian Grafsgaard
- Pam Humphrey
- Lynn Johnson
- Charlie Kanan
- Tim Litfin
- Caroline Linden
- Lora Marceau
- Julie Maroney
- Emilee Nyberg
- Betsy O'Connor
- Steve Pieh
- Kathleen Pratt
- Bob Quam
- Tad Shaw
- Jen Stowe
- Lisa Sumner
- Joe Wacker

MINNETONKA AQUATICS

A national standard for community aquatics, Minnetonka Aquatics supports and promotes education, wellness, competition and safety by providing excellence in programming and outstanding facilities for all ages and abilities in the Minnetonka School District and the broader community.



LEARN-TO-SWIM

Minnetonka Learn-to-Swim classes empower young swimmers with skills, knowledge and confidence in their swimming ability, while developing a lifelong commitment to safety, wellness and fun in the water. In 2012, Learn-to-Swim continued to focus on curriculum development and participant experience, which lead the program to the highest program enrollment percentages since 2007.



POOL RENOVATIONS

As a result of consistent enrollment growth, the Minnetonka School Board recently approved a renovation plan for the Minnetonka Middle School West pool in 2013 that includes a four-foot shallow pool with warmer temperatures designed for Learn-to-Swim and senior aquatics programs.



TEACHING AND LEARNING



REFLECTIONS ON 2011-12 DISTRICT STAFF DEVELOPMENT GOALS

21st Century Attributes and Abilities

With a focus on transforming the learning environment to better meet the changing needs of our learners, teachers in the ninth grade iPad pilot quickly discovered new opportunities to individualize and improve instruction in ways that were never before possible. With appropriate professional development for teachers, iPads have accelerated technology integration in the classroom. Requiring less staff development because of their ease of use, iPads allow teachers to utilize new applications for just-in-time learning. Not only are teachers better prepared for *Teaching the Digital Generation*, they are also learning to teach effectively on a new platform.

Literacy

In accordance with Minnesota state statute, Minnetonka teachers developed a District Literacy Plan, designed to ensure all students read at or above grade level on the Easy CBM fluency assessments and the NWEA. Our District professional development goals support teachers in their use of data to assess reading levels and learning needs. Reading and instructional strategies ensure that students at all ability levels are appropriately challenged, before, during and after demonstration of proficiency. Through high quality core instruction and differentiation, students are supported to make growth based on grade level expectations and individual goals.

Innovation

Minnetonka School Board and staff development goals align with a focus on innovation. Minnetonka’s *Big Idea Hunt*, launched in February, generated 134 ideas and more than 1,000 comments. Seven ideas emerged as leaders. A total of 25 ideas advanced to the “Innovation Laboratory” for the 2012-13 year. This Innovation Lab consists of five Transformational Ideas, ten Adjacent Ideas, and ten Incremental Ideas. From this process, a science and research focus has emerged as a Transformational Idea to develop further.

In the Adjacent category, several ideas have moved forward, including: piloting the Flipped Classroom, creating Online Professional Development and Summer Climb with Khan Academy (sharpening middle school math skills with both online and live teacher support). Incremental Ideas involve 21st Century Fluencies, STEM, Global Partnerships, expanded writing, math and Immersion learning opportunities and Tonka Apps.





2012-13 DISTRICT STUDENT ACHIEVEMENT GOALS

Improve student performance as measured by national, state and local assessments including the following: NWEA, MCA, Get-It-Got-It-Go, ACT, SAT, IB and AP examinations and/or appropriate program common assessment measures.

2012-13 STAFF DEVELOPMENT GOALS

Removing Barriers and Developing Student Assets

Develop a training/coaching program for teachers to address barriers that prevent academic success, including understanding student profiles and identifying programs to meet the needs of these students. Work with Search Institute to assess and develop an asset-building model.

21st Century Fluencies

Design, develop, implement and evaluate professional development programs through the lens of District action plans for 21st Century Fluencies, with a focus on solution and collaboration fluencies.

Self-Awareness and Healthy Relationships

Develop training programs to increase self-awareness of mindset and how thoughts influence actions and relationships. Relevant learning opportunities may include, but are not limited to, Top 20, Strengths Finder, Differentiated Coaching and book studies.

STATE ACCOUNTABILITY SYSTEM

The Multiple Measurement Rating (MMR) assigned by the Minnesota Department of Education in compliance with the State's No Child Left Behind Waiver requires schools to analyze the growth of all subgroups and use those results to make informed instructional decisions. Minnetonka students performed well across most subgroups. Those groups who did not meet their growth targets will receive targeted instructional support in math or reading to ensure the growth expected of them on the upcoming state testing.

CURRICULUM REVIEW

Minnetonka's curriculum challenges and supports all students to pursue their highest academic and personal achievements. The curriculum provides a framework for reaching world-class excellence by aligning rigorous standards, grade-level benchmarks, instructional strategies and resources.

During the 2011-12 school year the District reviewed two curricular areas: math and science. A comprehensive report for each area is available on our website. Below are a few of the recommendations:

Math

- Provide supplementary materials and staff development to support and enrich the Everyday Math curriculum at the elementary level.
- Expand course selection and materials at the middle school level.
- Update materials at the high school level.
- Expand the use of technology at all levels.

Science

- Increase 21st century and inquiry/project-based learning experiences at the elementary level.
- Conduct ongoing staff development in several areas including science content, STEM, inquiry/project-based learning, the use of technology in science instruction and 21st century skills.
- Update curriculum resources at the middle school level to support the 21st century learner.
- Develop a middle school Accelerated Science sequence.
- Create high school science pathways to meet the diverse needs of Minnetonka students.

TEACHING & LEARNING ADVISORY COMMITTEE, 2011-12

- Rebecca Adams
- Susanne Alexander
- Cindy Andress
- Emily Carlson
- James Donald
- Jeff Erickson
- Jeremy Engebretson
- Carol Friendly
- Jennifer Fuchs
- Beverly Ginther
- Mike Golz
- Sandy Gosen
- Paule Hocker
- Stephanie Johnson
- Heidi Kluzak
- Peter Kluzak
- Meg Low
- David Olson
- Mike Postma
- John Powers
- Juliette Primeau
- Anne Redfern
- Pete Rogan
- Eric Schneider
- Jenna Weber
- Kari Wehrmann
- Angie Weidner

71% of Minnetonka teachers have Master's Degrees or Ph.D.'s



DISTRICT OPERATIONS

GROVELAND LEARNING COMMONS

Minnesota’s oldest active school, established in 1854, received a make-over this summer. Groveland Elementary transformed its outdated library into a 21st century Learning Commons with more natural light, more flexible learning space and reflective reading areas. The new Learning Commons allows students to collaborate and share their work with the school community and the world.

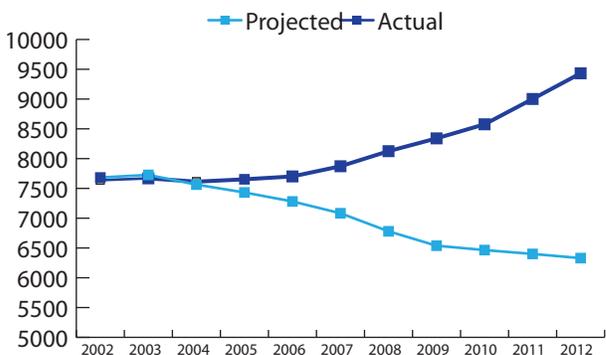
The new Learning Commons includes portholes for reading, a full collection of print and digital materials and digital self-check-out stations. It was designed with fluid learning spaces and mobile computing in mind, to provide students with the space needed for collaborative work. There is a large group instruction area, small group tables and self-directed work spaces. All the furniture is ergonomically designed for active learning.

Media specialist Colleen Small credits the students with helping design the space. “Last year’s fifth graders came up with the “reading by the lake” theme, which is carried throughout the design. They had very creative ideas and asked for soft, comfortable seating. I give them credit for the port-hole idea and nautical theme.”

The renovation also provided an opportunity to enhance the art room and give the school foyer a face-lift. “When families walk into our school, they’d never guess it was built in 1958. It is a warm and welcoming, leading-edge learning community designed to engage students’ creative and critical thinking skills,” shared Principal David Parker. “We are educating the problem-solvers and inventors of tomorrow. The design of this space lets them know that important work is happening here.”

ENROLLMENT

In Minnesota, school funding is primarily determined by student enrollment. Like a business, planned moderate growth is healthy and provides resources needed to support all students. Planned growth has allowed the District to weather a difficult economy and state budget deficits that threaten school funding. In 2002, Minnetonka initiated an enrollment management plan that has been critical to the District’s success. At that time, Minnetonka enrollment was projected to decline by 1,300 students within 10 years, which would have resulted in difficult budget cuts, school closures and staff reductions. Proactively addressing the problem with planned growth, Minnetonka welcomed 9,432 students to school this year. Hundreds of new families have chosen our school district to raise and educate their children.



ENROLLMENT, PROJECTED VS. ACTUAL

Minnetonka enrollment was projected to decline by 1,300 students within 10 years. With planned, moderate growth, Minnetonka welcomed 9,432 students in 2012.



NEW MIDDLE SCHOOL CLASSROOMS

Five new classrooms were added to Middle School East and West this year. The middle school additions followed classroom additions at each of our elementary schools over the last four years to accommodate growing enrollments. Minnetonka is a highly sought-after school district, as any realtor can attest. The District received more than 1,500 applications for enrollment for this school year, including both new residents and open enrollment requests (although not all open enrollments were approved).

EXCELSIOR ELEMENTARY

Residents, business owners and visitors to downtown Excelsior are complimenting the new traffic pattern and land redevelopment behind Excelsior Elementary School, which dramatically reduced traffic congestion at County Road 19 and Highway 7 for this school year. The District purchased the Lyman Lumber lot just north of the school and worked in partnership with the City of Excelsior to create a new entrance to the school from George Street. Next summer, Excelsior Elementary is scheduled for a renovation and addition of a new kitchen and large multipurpose room adjacent to the central hallway. The space is needed to accommodate current enrollment. The addition will serve multiple purposes. It will be used as the cafeteria during lunch periods and a physical education area at other times. It will also be sufficiently sized for community sports use in the evenings.



ENERGY STAR LEADER

The Minnetonka School District has just received the ENERGY STAR Leader award, recognition from the U.S. Environmental Protection Agency (EPA) for improving district-wide energy efficiency by more than 10 percent compared to a 2004 baseline and as a Top Performer for achieving an average ENERGY STAR energy performance score of 81 across its portfolio of all buildings.

The District is one of only 211 ENERGY STAR Leaders across the country and in all sectors—corporate, healthcare, government, retail, manufacturing, etc.—since the program began in 2004.

ATHLETIC FACILITIES

With funding from a Hennepin County Youth Sports Grant, the JV Baseball Field at Minnetonka High School was upgraded this summer with a Field Turf infield. The synthetic playing surface, the same as that at Veteran’s Field, requires less maintenance, can be used more often and increases the number of hours the field can be used for high school and youth sports. The grant application was a joint project between the District and The Minnetonka Diamond Club.

PAGEL CENTER PURCHASE

A unique public-private partnership with the Minnetonka Youth Hockey Association (MYHA) and Minnetonka School District was renewed this year with a new 20-year agreement for use of the Pagel Center by the MYHA. The new agreement will save the Minnetonka Youth Hockey Association over \$700,000 and the District approximately \$1,500,000 through 2022. Ownership of the building transferred from the MYHA to the District eight years ahead of schedule, taking advantage of lower interest rates. The MYHA originally financed the building in 2000 and has leased it to the District for school use. The two parties took advantage of the District’s Aaa Bond Rating to refinance the debt on the building, lowering annual debt payments for the MYHA and decreasing the District’s annual payments for physical education and hockey space. The new agreement was a win-win for the District, the community and youth hockey.

CITIZENS FINANCE ADVISORY & AUDIT COMMITTEE

- Pat Schmidt
- Brian Larson
- Brian Friese
- John Groton
- Tom Pohlad
- Paul Borowski
- Dan Frawley
- Peter Polingo
- Mary Benson
- Anita Otten
- Peg Keenan
- Sandy Booth
- Melissa Hallman
- Paul Bourgeois
- Dennis Peterson

DISTRICT FINANCES

DID YOU KNOW?

- The Minnetonka School District has a Moody's Aaa Bond Rating, the highest credit rating possible for any corporate or government entity.
- Minnetonka's annual operating cost per pupil is below the state average.
- Building a classroom addition at a school can pay for itself within 2.5 years with the additional revenue new students bring into our District.
- Minnetonka's tax levies in 2012 and 2013 are lower than the District's tax levies were 15 years ago.
- Minnetonka student achievement ranks first in the metro area in math and second in reading.
- Minnetonka attracts more families exercising their right to school choice through open enrollment than any other school district in the state.
- District administration costs account for four percent of the District's annual operating budget.

The Minnetonka School Board takes pride in being responsible stewards of tax-payer dollars and District resources. Through District policy and prudent financial management, the Board has set a vision for world-class, child-centered excellence, while focusing on reducing non-instructional costs. During the last five years, the District has renegotiated contracts for transportation, insurance and employee health insurance costs. With a focus on efficiency, the District has leveraged technology to reduce energy and utility costs, reduced annual maintenance costs with more sustainable products and reduced waste and recycling costs through effective recycling programs.

District General Fund	Unaudited Actual 2011-12	Adopted Budget 2012-13
Beginning Assigned Fund Balance	\$4,169,751	\$1,464,991
Beginning Unassigned Fund Balance	\$10,551,949	\$11,424,505
Revenue	\$85,981,584	\$88,519,645
Expenditures	\$88,308,988	\$88,114,722
Difference	(\$2,327,404)	\$404,923
Transfer from Operating Capital	\$495,200	\$500,000
Ending Assigned Fund Balance	\$1,464,991	\$2,481,571
Ending Unassigned Fund Balance	\$11,424,505	\$11,312,848
Unassigned Fund Balance %	12.9%	12.8%
Student Enrollment (Oct. 1)	9,001	9,432

2010-11*	Cost Per Pupil	Ranking
Minnetonka	\$9,680	128
Anoka	\$9,573	141
Edina	\$9,957	105
Eden Prairie	\$9,476	150
Hopkins	\$10,370	72
Minneapolis	\$13,524	12
St. Louis Park	\$10,368	73
St. Paul	\$12,700	20
Wayzata	\$9,801	115
State	\$9,739	

*MDE Profiles. Most recent comparable data available.



Consolidated Financial Statement

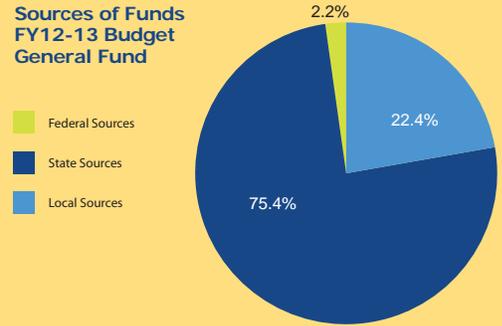
Responsible financial, curricular and policy decisions by the Minnetonka School Board direct more than 83 percent of the annual operating budget to our instructional program. Twelve percent is allocated to facilities, operations and transportation. Four percent is spent on District administration. Overall efficiency places Minnetonka's per pupil spending below the state average.

DISTRICT GENERAL FUND	2011-2012 Actual Amounts	2012-2013 Budget Amounts	2012-2013 % of Total
REVENUES			
Local Sources	20,911,421	19,824,226	22.4%
State Sources	63,083,047	66,704,971	75.4%
Federal Sources	1,987,116	1,990,448	2.2%
Total Revenue	\$85,981,584	\$88,519,645	100.0%
EXPENDITURES			
School Level Administration	\$2,658,963	\$2,771,964	3.1%
Elementary & Secondary Regular Instruction	47,675,339	47,979,602	54.5%
Vocational Education Instruction	730,345	735,729	0.8%
Special Education Instruction	14,650,396	15,134,695	17.2%
Instructional Support Services	4,394,113	4,015,291	4.6%
Pupil Support Services	2,905,591	3,124,123	3.5%
Sites & Buildings	5,959,844	5,452,858	6.2%
Fiscal & Other Fixed Cost Programs	938,825	822,861	0.9%
District Level Administration	713,472	622,274	0.7%
District Support Services	3,797,320	3,009,753	3.4%
Transportation	3,884,780	4,445,572	5.0%
Total Expenditures	\$88,308,988	\$88,114,722	100.0%
Net Change in Fund Balance	\$(2,327,404)	\$404,923	
FUND BALANCE			
Beginning of Year	\$ 14,721,700	\$12,889,496	
Transfer from Operating Capital	495,200	500,000	
End of Year	\$12,889,496	\$13,794,419	

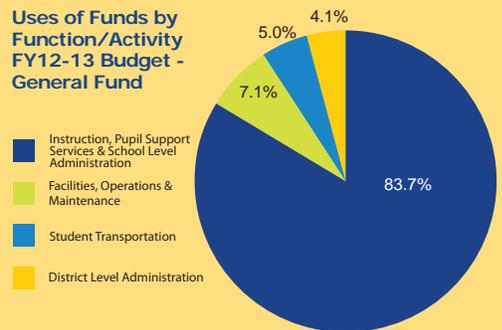
District General Fund: Includes General Fund Operations, Transportation & Activities
 Note: Does not include Operating Capital, Arts Center and Dome Operations

This financial information provides only a snapshot of our District's unaudited finances. The audit firm of Larson Allen will complete the external audit in November and the District's Comprehensive Financial Audit Report will be posted to the District website at that time. View additional financial documents and reports at: www.minnetonka.k12.mn.us/finances.

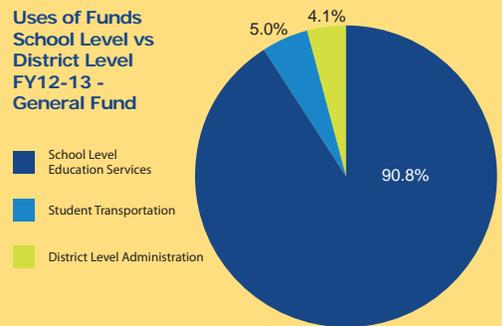
Sources of Funds
FY12-13 Budget
General Fund



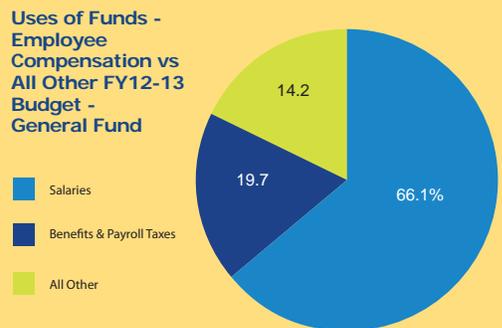
Uses of Funds by
Function/Activity
FY12-13 Budget -
General Fund



Uses of Funds
School Level vs
District Level
FY12-13 -
General Fund



Uses of Funds -
Employee
Compensation vs
All Other FY12-13
Budget -
General Fund





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View our Multimedia Annual Report. As a national leader in using technology as an accelerator of learning, Minnetonka Public Schools is excited to present a digital, interactive report spotlighting how our schools are changing to meet the learning needs for our next generation of leaders. Look for the video icon inside this report. Go online, and take a look at learning in Minnetonka Schools today.

Minnetonka School District proudly serves part or all of the communities of Chanhassen, Deephaven, Eden Prairie, Excelsior, Greenwood, Minnetonka, Shorewood, Tonka Bay, Victoria and Woodland.

SCHOOL BOARD
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 Lisa Wagner, Vice Chair
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 Lisa Sumner, Director
 Dennis Peterson, PhD

This report is published by Minnetonka Public Schools

EDITORS
 Janet Swiecichowski, APR,
 Executive Director-Communications
 Christine Cleary

**ANNUAL REPORT ON CURRICULUM,
 INSTRUCTION AND STUDENT
 ACHIEVEMENT**
 This annual report is required by Minnesota statutes.

Photos courtesy of:
 Greg Helgeson, Kemmetmueller
 Photography, Julie Sturek

Minnetonka High School is proud to be listed among the top 500 Best High Schools in America by *U.S. News and World Report*, *Newsweek* and *The Washington Post*.

