Minnetonka Public Schools
2014 Annual Report

EXCEL

INSPIRE

INNOVATE
Minnetonka School District will challenge and support all students in the pursuit of their highest levels of academic and personal achievement. More than just words, this promise from our District Vision is at the heart of every decision we make as your elected officials on the Minnetonka School Board. It has guided us to expand opportunities for students, raise the level of rigor for all and ensure added support for any student who has a difficulty or barrier to success.

This report is filled with evidence of success, but we also wish to share with you the individual stories of perseverance, determination and responsibility instilled in our students that empower them toward their personal best.

Consider the triumph of Mary Fisher, who was adopted from Cambodia and entered sixth grade at Minnetonka Middle School West in 2008 with minimal English skills. While she spent half of her day in an English as a Second Language class, Mary showed talent in her math class. Her teachers encouraged her. “School was really hard,” she told her class at graduation this past June. “I spent about 10 hours a night doing homework.” In her junior year, Mary started the two-year International Baccalaureate Diploma Programme and graduated Summa Cum Laude in 2014. She is now enrolled at Macalester College. Her parents believe that it was a team effort. “Minnetonka offers the assistance that you need, at whatever level you need,” shared Peter and Maureen Fisher. “Minnetonka Public Schools are such an asset to our community.”

Whether it is inspiring a young artist, teaching a child they can “get math,” or holding students to high expectations, the professionals in our schools pull out the best in each child. We are proud to share in their collective personal and academic success. We thank you, our community, for all your support in inspiring this passion to excel in each and every one of our students.

School Board’s Message

“Minnetonka School District will challenge and support all students in the pursuit of their highest levels of academic and personal achievement.” More than just words, this promise from our District Vision is at the heart of every decision we make as your elected officials on the Minnetonka School Board. It has guided us to expand opportunities for students, raise the level of rigor for all and ensure added support for any student who has a difficulty or barrier to success.

2014-15 District Goals

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

**Goal #1:** Design and implement school-specific strategies that address identified barriers to student academic achievement.

**Goal #2:** Further implementation of the following strategic programs: VANTAGE, Tonka Online, Tonka Summer Academy, Tonka Coding and Immersion.

**Goal #3:** Define process, criteria review and methodology to be used by the School Board in review of innovation ideas. Implement structure for existing ideas in innovation pipeline and any new ideas submitted for review by the Board.
The 2013-14 school year has been another outstanding one for students and staff in the Minnetonka School District, and I believe this means it has been a good year for the entire community. The success of schools reflects in the overall community because of the vibrancy of Minnetonka's reputation and the interest of families to live within the District, as well as the overall excitement of having such successful students in many of the homes within the District.

Student achievement has reached new heights again this year, with the average ACT of Seniors at 26.5. That is an increase from 23.1 just 13 years ago on a college entrance test that has a maximum score of 36. This has happened because all students in the District are doing better, and it is not just a reflection of the top students.

It is critical for our residents to realize that our program maximizes the learning of every student. Our average fifth grader performs beyond the level of the average eleventh grader nationally, and many of our average students in the High School have successfully completed Advanced Placement or International Baccalaureate courses because they are prepared to do that level of work. Our average students have outperformed virtually all nations on the international PISA exam. Every student who received a Minnetonka diploma in June is prepared to make a difference in our world—to be a leader in whatever endeavor they choose.

The introduction of the VANTAGE program, which gives students opportunities for real world application of their high school learning while still providing some courses at the High School, is an exciting new addition to the District this past year. The speakers from top companies throughout the Metro, whom students have heard on topics related to their courses, have added immensely to their experience, and the mentors have enabled even deeper learning. This program will continue to grow and enable more students to experience the rich mixture of real world context and high level course content.

The District is widely recognized as a leader in using technology to enhance student learning. iPads were in place for 8-11th graders last year and are in place for 7-12th graders in 2014-15. The National School Boards Association brought leaders from across America to Minnetonka in May to see how technology can make a difference in student learning.

Finances in the District have continued to be strong during 2013-14, as enrollment has driven state aid increases, while careful spending has placed the District below the state average in per-pupil cost and well below the Metro average spending level. The key to successfully getting high student performance and relatively low costs is making good choices on where funds are spent.

We are getting very close to the enrollment limit that has been in place for each school and the overall enrollment is about to reach the top. As important as enrollment has been to the success of the District, we will need to implement other strategies for sustaining finances.

All of these elements produce an outstanding district that is focused on preparing students for a highly competitive world. I am proud to be part of it.

Dennis L. Peterson, Ph.D.

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.
Class of 2014 Sets Record ACT Scores

The Class of 2014 posted a record 26.5 ACT composite score, the highest score recorded in Minnetonka High School history on this national college entrance exam. These students also scored record highs on English, math, reading and science subtests (see chart above), providing evidence that Minnetonka’s academic program is capable of supporting unlimited student potential.

Despite a national trend that shows a slight decrease in ACT composite results, Minnetonka students showed a dramatic increase in performance. The chart below shows Minnetonka ACT composite scores for the past ten years.

The table below shows the ACT composite scores for Minnetonka and Minnetonka’s Top 100, Top 200 and Top 400 scoring students, as well as west metro public and private schools. Most private schools have a selective admission process, yet Minnetonka’s Top 400 scoring students average a higher ACT composite score than most of their private school peers, demonstrating the positive impact of Minnetonka’s rigorous college-preparatory academic program.

### CLASS OF 2014 ACT COMPARISONS

<table>
<thead>
<tr>
<th>School</th>
<th>Average ACT Composite Scores</th>
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<tbody>
<tr>
<td>Minnetonka Top 100</td>
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<tr>
<td>Minnetonka Top 200</td>
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<td>Orono</td>
<td>25.6</td>
</tr>
<tr>
<td>Wayzata</td>
<td>26.0</td>
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</tbody>
</table>

### Did you know?

- **26.5** was the average ACT composite score for the Class of 2014, the highest ever for MHS.
- **90%** of Minnetonka’s Class of 2014 took the ACT.
- **ALL** juniors will take the ACT beginning April 2015 as a replacement for the GRAD test.
Minnetonka student performance on the SAT has continued at high levels. The results can be attributed to Minnetonka’s strong academic program that focuses on developing critical reading and thinking skills.

In addition, Minnetonka students are driven to do their best and plan to attend college. In fact, 90 percent of Minnetonka tenth grade students report they are planning to attend a four-year college after high school, and 92 percent report that they care about doing well in school.

SAT scores in reading, math and writing are shown in the table below. Once again, Minnetonka’s SAT scores exceed the national scores in all three subject areas. Scores by Minnetonka graduating classes have remained steady over the last three years.

It’s important to note that today, colleges and universities across the country accept both ACT or SAT scores for college admission.

Did you know?
70% of the MHS Class of 2014 took at least one AP or IB class during their senior year.
414 AP Scholars

45 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 2014: James Arps, Scott Bohn, Carolina Bowe, Stephanie Buersmeyer, Jonathan Croskey, Rachel Davis, Hayley Graffunder, Emily Graupmann, Patrick Griffin, Anne Hamilton, Brooke Hensley, Michael Ho, Elisa Hofmeister, Lukas Jagger, Alex Klein, Adam Krueger, Scott Kvidera, Jethro Land, Jonathan Landa (awarded in 2013) Matthew Larson, Anna Linden, Devin Logan, William MacDonald, Gurshan Madan (awarded in 2013), Benjamin McArthur, Evan Meeker, Jonathon A. Meyer (awarded in 2013), Calvin Pelletier, Patrick Quarberg, James Sebold, Mary Clare Seeman, Brianna Smith, Jesse Thorson

Class of 2015: Brady Bunkelman, Tracy Geng, Ali Goldberg, Marshall Heitkamp, Madeline Hoffmann, Bastien Ibri, Reid Johnson, Brett Kleist, Justin Kleist, Benjamin Kosvic, Kelvin Loke, Connor O’Brien

134 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 2016: Nagu Chidambarram, Ari Conati, Samuel Hebeisen, Elizabeth Hipkinsk, Jackson Kruger, India Nelson, Samuel Peters, Arjun Viswanathan, Kyle Wipf

67 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 2016: Alexa Bussmann, Sierra Schultz, Nathan Steckman, Charlotte Thomasson, Nina Wagner

CAROLINA BOWE was an exceptional student athlete on the MHS Girls Track and Field Team, setting school and state records and winning two state championships. As track captain, Bowe was named All Conference and Academic All State and All State Track. This year, Carolina is a freshman at Yale University and runs track for the Bulldogs.

Carolina excelled academically. She’s a National AP Scholar, taking Minnetonka’s most rigorous AP courses. She enrolled in summer programs in medicine at Georgetown, writing at Duke, and science and engineering at St. Olaf. She competed on the Rube Goldberg team, collaborating with teammates on an intricate invention for hammering a nail. She also plays the trumpet, and in her senior year was named to the All State concert band.
168 AP SCHOLARS: Granted to students who receive scores of 3 or higher on three or more AP exams.


Class of 2017: Justyn Fine

48 IB Diploma Graduates: Class of 2014

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.


National Merit: Class of 2015

This year, Minnetonka has 13 National Merit Semifinalists and 31 Commended Students. 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
Brooke Benkovich, Anna G. Erickson, Tracy Geng, Ali Goldberg, Anthony Adamek, Ben Hing, Ben Madelyn Goblirsch, Austin Haag, Hannah Hedstrom, Cristina Jones, Taylor Josephs, Alexander Lehman, Alexis Locsin, Madeline Luehr, Gunnar Maples, Josephine O’Donnell, Benjamin Ogilvie

National Merit Commended Students

MHS National Merit Semifinalists
(Front, L-R) Connor O’Brien, Sarah Schmoller, Anna Erickson, Tracy Geng, Ali Goldberg, Ryan O’Connor
(Back, L-R) Benjamin Sosin, Reid Johnson, Brooke Benkovich, Madeline Hoffmann, Brett Kleist, Adam Scow, Kelvin Loke
Class of 2014

97% of seniors graduated
91% college-bound
80% attending 4-year colleges and universities
11% attending 2-year colleges
40% attending Minnesota colleges and universities
51% attending out-of-state colleges and universities

Graduation Day 2014: Jack Rotman (left) and Jesse Thorson excelled in academics and leadership during their time at Minnetonka High School. Jack now attends DePauw University and Jesse attends Columbia University.

Did you know?
The Class of 2014 submitted 3,103 total applications to 433 colleges and universities. These students earned acceptance from more than 350 colleges and universities, including all but one of the Ivy League schools (Brown, Columbia, Cornell, Dartmouth, Harvard, Penn and Yale), as well as every Big Ten university. Students chose to enroll in 169 different colleges listed below.

American University (2)  High Point University (1)
Amherst College (1)  Illinois Institute of Technology (1)
Arizona State University (2)  Indiana University at Bloomington (6)
Augsburg College (4)  Institute of Production & Recording (2)
Augustana College (3)  Iowa State University (25)
Ave Maria University (1)  Kansas State University (1)
Azusa Pacific University (1)  Kent State University (1)
Baylor University (4)  Kenyon College (1)
Bemidji State University (14)  Lake Forest College (1)
Bethel University-MN (9)  Lake Region State College (2)
Biola University (3)  Lewis & Clark College (1)
Boston College (7)  Liberty University (6)
Bradley University (3)  Long Beach City College (1)
Brandeis University (2)  Loyola Marymount University (1)
Brigham Young University (1)  Loyola University Chicago (4)
Brown University (1)  Luther College (2)
Butler University (2)  Macalester College (2)
California Institute of the Arts (1)  Marquette University (2)
Carthage College (1)  Marshall University (1)
Case Western Reserve University (1)  Maryville University (1)
Central Washington University (1)  McGill University (1)
Claremont McKenna College (1)  McNally Smith College of Music (1)
College of Saint Benedict (5)  Miami University, Oxford (9)
College of St. Scholastica (1)  Michigan State University (1)
College of the Holy Cross (1)  Middlebury College (1)
College of William and Mary (1)  Minneapolis Community and Technical College (4)
Colorado College (1)  Minnesota State University, Mankato (17)
Colorado State University (3)  Minnesota State University, Moorhead (2)
Columbia University (1)  Montana State University, Bozeman (10)
Concordia College – Moorhead (1)  Normandale Community College (43)
Concordia University at St. Paul (1)  North Dakota State College of Science (1)
Cornell College (1)  North Dakota State University (22)
Cornell University (1)  Northeastern University (2)
Dakota County Technical College (4)  Northern Arizona University (1)
Dartmouth College (2)  Northwestern Michigan College - Great Lakes Maritime Academy (1)
DePaul University (4)  Northwestern University (1)
DePauw University (2)  The Ohio State University (1)
Diablo Valley College (1)  Pennsylvania State University, University Park (2)
Drake University (1)  Pensacola State College (1)
Pomona College (1)  Purdue University (2)
Fashion Institute of Design and Merchandising, Los Angeles (1)  Quinnipiac University (1)
Georgetown University (1)  Regency Beauty Institute (1)
Gettysburg College (1)  Rensselaer Polytechnic Institute (1)
Grinnell College (1)  Riverland Community College (1)
Gustavus Adolphus College (11)  Rochester Community and Technical College (1)
Hamline University (5)  St. Cloud State University (1)
Hennepin Technical College (7)  St. Olaf College (2)
Illinois Institute of Technology (1)  St. Thomas Aquinas College (1)
Indiana University at Bloomington (6)  St. Norbert College (1)
Institute of Production & Recording (2)  Bethel College (1)
Iowa State University (25)  Bethany College (1)
Kansas State University (1)  Bethany Lutheran College (1)
Kent State University (1)  Bethel University (1)
Kenyon College (1)  Bethel University-MN (9)
Lake Forest College (1)  Biola University (3)
Lake Region State College (2)  Bloomington Area Technical College (1)
Lewis & Clark College (1)  Blinn College (1)
Liberty University (6)  Blue Mountain College (1)
Long Beach City College (1)  Blue Ridge School (1)
Loyola Marymount University (1)  Bluffton College (1)
Loyola University Chicago (4)  Brother Rice High School (1)
Luther College (2)  Bronxville High School (1)
Macalester College (2)  Bridgewater State College (1)
Marquette University (2)  Bucknell University (1)
Marshall University (1)  Butler University (2)
Maryville University (1)  California Institute of the Arts (1)
McGill University (1)  Central Mississippi Community College (3)
McNally Smith College of Music (1)  Central Washington University (1)
Miami University, Oxford (9)  College of Arts and Sciences (1)
Michigan State University (1)  College of Saint Scholastica (1)
Middlebury College (1)  College of the Holy Cross (1)
Minneapolis Community and Technical College (4)  College of William and Mary (1)
Moorpark College (1)  College of the Ozarks (1)
Montana State University, Bozeman (10)  College of William and Mary (1)
Normandale Community College (43)  Concordia University – St. Paul (1)
North Dakota State College of Science (1)  Concordia University at St. Paul (1)
North Dakota State University (22)  Concordia University – St. Paul (1)
Northeastern University (2)  Concordia University – St. Paul (1)
Northern Arizona University (1)  Concordia University – St. Paul (1)
Northwestern Michigan College - Great Lakes Maritime Academy (1)  Concordia University – St. Paul (1)
Northwestern University (1)  Concordia University – St. Paul (1)
The Ohio State University (1)  Concordia University – St. Paul (1)
Pennsylvania State University, University Park (2)  Concordia University – St. Paul (1)
Pensacola State College (1)  Concordia University – St. Paul (1)
Pomona College (1)  Concordia University – St. Paul (1)
Purdue University (2)  Concordia University – St. Paul (1)
Quinnipiac University (1)  Concordia University – St. Paul (1)
Regency Beauty Institute (1)  Concordia University – St. Paul (1)
Rensselaer Polytechnic Institute (1)  Concordia University – St. Paul (1)
Riverland Community College (1)  Concordia University – St. Paul (1)
Rochester Community and Technical College (1)  Concordia University – St. Paul (1)
St. Cloud State University (1)  Cornerstone University (1)
St. Olaf College (2)  Covenant College (1)
St. Thomas Aquinas College (1)  Creighton University (1)
St. Norbert College (1)  Crown College (1)
St. Olaf College (2)  Cuesta College (1)
St. Thomas Aquinas College (1)  Dartmouth College (2)
St. Norbert College (1)  DePauw College (1)
St. Thomas Aquinas College (1)  DePauw University (4)
St. Thomas Aquinas College (1)  DePauw University (4)
St. Norbert College (1)  DePauw University (4)
St. Thomas Aquinas College (1)  DePauw University (4)
St. Norbert College (1)  DePauw University (4)
Minnetonka School District Named to AP Honor Roll

Minnetonka School District was named to the AP Honor Roll for a second consecutive year. The District is one of only seven Minnesota school districts and 477 school districts across the United States and Canada so honored. The District was recognized for simultaneously increasing access to Advanced Placement coursework while maintaining a high percentage of students earning scores of 3 or higher on AP Exams.

Attaining this recognition indicates that Minnetonka High School successfully inspires and academically prepares students to benefit from rigorous AP course work. Minnetonka not only increased participation in AP courses, but also increased the number of students honored through the AP Scholars Program. A record 414 Minnetonka students were recognized in 2014 with AP Scholar Awards. Many of these students will enter colleges with a sophomore standing. An amazing 45 students earned National AP Scholar Awards for successful performance on eight or more AP exams during high school.
By all accounts, VANTAGE: Minnetonka Advanced Professional Studies was a success in its inaugural year. The pre-professional program allows college-bound students to explore careers, gain hands-on experience in a professional environment, network with local professionals and earn high school and potential college credit.

For the 2014-15 school year, VANTAGE has expanded. Students are now enrolled in Business Analytics, Business in a Global Economy or Healthcare and Sports Science. Enrollment has nearly tripled with 102 juniors and seniors.

The strength of the program is its professional partners. With a 1:1 mentor, guest instructors and partner-driven projects, students see the relevance and real-world application of what they are learning.

“With 50 guest instructors, all having their own expertise, the VANTAGE students gain deeper insights.”

—Chris Pears
VANTAGE Program Teacher

Specific projects in 2013-14 allowed VANTAGE students to:

- Research and design a 2014 State Fair exhibit for Emerson Process Management to encourage an interest in engineering among Minnesota’s youth.
- Research and develop an awareness campaign that attracts youth to Habitat for Humanity and proposed ways to improve its social media use and website traffic.
- Research and propose alternative uses for the South Shore Community Center and evaluate the financial viability of any such proposals.
- Research teenage behavior in using mobile phones and how it impacts their consumer behavior for General Mills.
- Research, develop and market-test two new flavors to add to ASPIRE Beverages’ existing range of healthy sports performance drinks.
- Develop a more focused social media and advertising campaign that highlights Ovations Salon and Spa’s expertise in hair styling.

In May 2014, the VANTAGE program and awards sponsors, presented three scholarships to five students who have excelled in the program’s business curriculum.
Preparing students for highly competitive and high-demand careers in engineering, Minnetonka High School is a certified Project Lead the Way (PLTW) Engineering program school. This pre-engineering program provides future engineering and architecture majors the opportunity to earn college credit and is highly respected by colleges and universities. Minnetonka offers four PLTW courses in civil engineering and architecture, digital electronics, engineering design and principles of engineering. Students who enroll in a full-year course and score well on the end of course exam may qualify for college credit at participating colleges and universities.

Among students applying to the competitive engineering program at the University of Minnesota, PLTW students enjoy higher admission rates than non-PLTW students.

Enrollment in Minnetonka’s PLTW program is continuing to grow and students perform exceptionally well on the exams.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number Enrolled</th>
<th>% Pass Year-end Exam</th>
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<tbody>
<tr>
<td>2013-14</td>
<td>70 students</td>
<td>91.4%</td>
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<tr>
<td>2012-13</td>
<td>51 students</td>
<td>96.0%</td>
</tr>
<tr>
<td>2011-12</td>
<td>21 students</td>
<td>95.0%</td>
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</table>

Cara Schrader started her college career at the University of Minnesota Carlson School of Business with an insider’s knowledge of business. As a student in the VANTAGE Global Business course, she and her project team helped General Mills build brand loyalty among teens through social media. Her second-semester project involved developing marketing plans for internal donations for Habitat for Humanity.

Her work was rewarded with a VANTAGE summer internship at Lifetouch Photography where she worked with college junior and senior marketing interns.

“I did meaningful work and I met people from all lines of the business. I learned a lot beyond marketing, from innovation in the workplace, to building resumes, to meeting the senior leadership team,” explained Cara. “School can only prepare you so much for the real world. My year in VANTAGE and the Lifetouch internship were extremely valuable experiences and have helped me grow as a student and an individual.”
Gaining More than a Year’s Growth in a Year’s Time

At the end of a school year, how do parents and teachers know if a student has grown academically? It’s no longer acceptable to simply cover the curriculum or finish a textbook. We want to know how much each student learned.

Each September and May, elementary and middle school students take the NWEA Measures of Academic Progress to measure growth in reading and math. The assessment results indicate that the longer students are enrolled in Minnetonka schools, the more their learning accelerates (results shown in table above). The growth is profound in both reading and math, especially in grades 3-5. Average students in third grade in Minnetonka perform about 2.5 grade levels ahead of their peers nationally. By the end of fifth grade, students are performing at an eleventh grade level—six grade levels ahead of their peers nationally and the ceiling for the NWEA tests. In Minnetonka, all grade levels surpassed their national growth targets for reading.

On the Minnesota Comprehensive Assessments (MCAs), Minnetonka students scored among the top districts on reading, math and science tests (see table on right). Overall, 80 percent of Minnetonka students are proficient in reading; 81 percent are proficient in math and 79 percent are proficient in science, exceeding state averages by 19 or more percentage points in each subject.

“We are proud of our strong student performance, but we continue to work toward a goal of all students becoming proficient.”

—Dr. Dennis Peterson
Superintendent

SPRING 2014 MCA COMPARISONS
West Metro School Districts

<table>
<thead>
<tr>
<th>District</th>
<th>% Proficient on Reading</th>
<th>% Proficient on Math</th>
<th>% Proficient on Science</th>
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<tr>
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<td>79.9</td>
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State’s Premier Immersion Program Expands to High School

Minnetonka’s Language Immersion Program offers both Spanish Immersion and Chinese Immersion with the goal of providing English-speaking children the opportunity to acquire fluency in a second language. This year, the program has expanded through eighth grade and plans are in place to offer the state’s premier high school program.

Assessment results reveal that students are being well prepared in both the English language and the Immersion language. Student achievement highlights include:

- First grade students reached their all-time highs on five DORA-Spanish subtests, which measure reading and language skills.
- Most Chinese and Spanish Immersion fifth graders reached the year-end proficiency targets for listening and speaking according to American Council for the Teaching of Foreign Language standards.
- 2013-14 Chinese and Spanish Immersion sixth graders outperformed sixth graders from 2012-13 on three of four language subtests which measure reading, listening, writing and speaking.

Beginning in seventh grade, Immersion students may select one of three paths for world language based on their language ability, commitment and personal goals (see table at right). Each path prepares students to take the Advanced Placement (AP) Language and Culture course in high school and plans are in place to offer the state’s premier high school program. As Immersion students progress through middle school and high school, students may pursue one of three paths, based on their personal goals, language ability and time commitment. In high school, new Tonka Online Immersion electives will maximize opportunities and scheduling flexibility.

**Immersion Enrollment**

About half of Minnetonka Kindergarteners enroll in Immersion. The program has grown each year since it started in 2007. Immersion is available at each of our schools, preparing students for a global economy.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Kindergarten</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>Total Immersion Students</th>
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<tbody>
<tr>
<td>Grade 7</td>
<td>417</td>
<td>359</td>
<td>383</td>
<td>325</td>
<td>322</td>
<td>258</td>
<td>210</td>
<td>183</td>
<td>137</td>
<td>2,594</td>
</tr>
</tbody>
</table>

**LANGUAGE IMMERSION PATHS**

As Immersion students progress through middle school and high school, students may pursue one of three paths, based on their personal goals, language ability and time commitment. In high school, new Tonka Online Immersion electives will maximize opportunities and scheduling flexibility.

<table>
<thead>
<tr>
<th>Advanced Pathway</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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<tbody>
<tr>
<td></td>
<td>Immersion Language Arts/Social Studies</td>
<td>Immersion Language Arts</td>
<td>AP Language &amp; Culture (Spanish or Chinese)</td>
<td>AP Spanish Literature or Chinese HSK Level 5</td>
<td>Student Choice: IB Bilingual Diploma-year 1 or VANTAGE Global Business with language focus, Study Abroad, Visiting Scholar Series, U of MN Flagship Program</td>
<td>Student Choice: IB Bilingual Diploma-year 2 or VANTAGE Global Business with language focus, Study Abroad, Visiting Scholar Series, U of MN Flagship Program</td>
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<tr>
<td></td>
<td>Immersion Elective for AP Cultural Studies</td>
<td>Immersion Social Studies</td>
<td>Immersed Civics (Social Studies Credit)</td>
<td>Global International Studies (Elective Credit)</td>
<td></td>
<td>Immersed Economics</td>
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<td></td>
<td></td>
<td>10-day Study Abroad Option</td>
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<td>AP Language &amp; Culture (Spanish or Chinese)</td>
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<td>Explore a different world language</td>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Immersion Language Arts</td>
<td>Immersion Language Arts</td>
<td>Honors Immersion Language, Literature and Cultural Studies</td>
<td>AP Language &amp; Culture (Spanish or Chinese)</td>
<td>Honors Immersion Language, Literature and Cultural Studies</td>
<td>Student Choice: VANTAGE Global Business with language focus, Study Abroad, Visiting Scholar Series, U of MN Flagship Program</td>
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One of the School Board’s District goals for the 2013-14 school year was to develop an All-Day Kindergarten program to launch in fall 2014. This decision was made possible after new state funding was earmarked specifically for Kindergarten students.

Starting this school year, all students have the opportunity to attend All-Day Kindergarten with an enhanced curriculum.

“The true beneficiaries of this new funding are parents,” said Superintendent Dennis Peterson. “The new dollars provided by the Legislature for All-Day Kindergarten enable school districts to fund the portion of Kindergarten that was previously paid by parents to Community Education for an extended-day program. Many parents have expressed how thankful they are.” For young families, it is a $4,000 savings per child, opening access to all.

To accommodate All-Day Kindergarten, five of the six elementary schools added classrooms over the summer.

In preparation for All-Day Kindergarten, our teachers worked last school year and over the summer to rewrite the curriculum. “Our state is making a significant investment in early learning by funding All-Day Kindergarten. It is critically important to make the most of the added instructional time,” said Peterson.

The All-Day Kindergarten schedule will provide more time for hands-on science activities, implementing a new early writers curriculum, tapping creativity in music and art, and building number sense, patterning and early math concepts.

Students will start developing 21st Century fluencies of collaboration and problem-solving. They’ll also be exposed to Minnetonka’s new computer coding curriculum using Bee Bots, programmable robots.

Of course, all of this is accomplished in a fun and playful way with many opportunities for active, child-initiated, small-group play activities that are essential to promote social-emotional development and reinforce collaboration, cooperation and creativity. “Young children learn best when they are having fun,” Peterson added.

Minnetonka will continue to offer families the option of English, Spanish or Chinese Immersion beginning in Kindergarten. For those families who prefer less than an all-day schedule, schools will work with those families to make sure the needs of their children are met.
As the demand for computer programming skills continues to increase in the workplace, Minnetonka Public Schools has responded by developing and implementing Minnesota’s first K-5 coding curriculum, Tonka<codes>.

Starting this fall, Tonka<codes> introduces all students to the language of computer programming, while simultaneously developing and offering advanced level coursework for those students wishing to specialize in this area.

Parents and students are excited about this new opportunity. Inspired by Code.org, staff and parents collaborated during the 2013-14 school year to host “Hour of Code” sessions at several Minnetonka elementary schools. Since then, a design team made up of community experts and Minnetonka teachers has developed a plan to distinguish Minnetonka as a leader for computer programming and computer sciences through core instruction, electives, co-curricular and extra-curricular activities.

Learning the basics of code will help students regardless of the path they choose for their future. Most careers and many facets of today’s digital age interact with code every day. Students will be well-prepared to be both creators and users of technology.

Coding involves learning important life skills, such as logic, critical thinking and problem-solving. In eight to ten lessons throughout the year, students will learn foundational computer programming skills using a variety of tools:

- K-2 students will use hands-on, graphic-based tools like Bee Bots (programmable robots) and Lightbot and Kodable iPad apps.
- Students in grades 3-5 use the Tynker platform, which is designed to teach young students coding fundamentals through engaging, interactive lessons which allow students to manipulate code through a graphical user interface.

There will be a variety of after-school extension and skill-building clubs—from elementary to high school students—as well as school-wide and District-wide challenges.

“One goal of Tonka<codes> is to ensure we’re teaching students an essential skill necessary for them to succeed in a world filled with computers.”

—Phil Rader
Nvizeon CEO & Minnetonka Parent
In Minnetonka, we believe technology is an accelerator of learning. Since the iPad Program started in fall 2011, it has expanded every year due to demonstrated success in student achievement.

In fall 2013, almost 3,000 iPads were distributed to all students in grades 8-11. This school year, the iPad Program has expanded to grades 7-12. The expansion continues to be effective and there has been a cultural shift to embrace the technology in the classrooms by teachers and students.

The iPad Program uses digital curriculum materials, student collaboration tools and individualized instruction in all subject areas with the goal of enhancing student learning.

iPads have a positive impact on student achievement, engagement, organization and collaboration. Grades have improved across subjects and at all grade levels. In 2013, freshmen earned more As in their first semester English class using iPads than their counterparts without iPads in 2009.

One reason for better grades is the use of iPads for formative assessments. Teachers can readily see results and give students immediate feedback. This ensures students understand the current lesson material before advancing to the next topic. Technology makes checking for classroom understanding more efficient and increases instructional time in the classroom.

Students are also learning to be responsible digital citizens. Principals and teachers model lessons on the importance of using technology appropriately in the classrooms and outside the classroom, both academically and socially.

Students have also been taking care of their iPads. The anticipated iPad life cycle was estimated to be three years, but our experience is the iPad actually lasts four years, stretching the initial budget for this program over a longer time period.

**Did you know?**

Minnetonka again received the Apple Distinguished Program Award for its effective implementation of the iPad Program, which is a model for other school districts.
As if walking through an innovative company or highly admired business, more than 1,000 educators in the past decade have toured Minnetonka Public Schools to see how technology is infused with learning.

Last May, the National School Boards Association Technology and Learning Network hosted its second site visit in Minnetonka during the District’s ninth annual educators’ technology tour.

“I saw so many amazing things. I went to the middle school and high school and saw that it completely permeates through the entire culture. Every student in every class was constantly using technology in ways that were amazing,” shared one New Jersey teacher. “I saw Schoology which keeps kids organized and on task, always knowing where all of their learning resources are. Then, they were using Google with all the different things that Google Apps can do.”

Technology has changed the way that teachers teach and children learn, and increased efficiency, effectiveness and collaboration. For example, in a ninth grade English class studying Romeo and Juliet, the teacher uses an online form to collect students’ understanding of literary components, specific quotes or original text citations. As the students are completing the form, the teacher is able to review student work and immediately assist a student who isn’t understanding a concept. What used to take teachers a whole evening to assess is now done during class. Research shows that immediate feedback to students deepens learning. Later, the work is automatically compiled in a spreadsheet study guide for everyone in the class to use.

In social studies, paper maps have been replaced by Google Earth, which provides not only two dimensional images, but a virtual street view of almost anywhere in the world. No longer are students limited to writing a term paper or doing a book report to show what they know. Technology tools allow them to import video clips, dig into the National Archives, reference original sources with a hyperlink, create a magazine or multi-media report, or record a narrative that is electronically submitted into the teacher’s digital dropbox.

“I think Minnetonka is a sweet spot in this country for having used technology effectively to engage students in learning,” shared a Louisiana administrator. “The sustained leadership in the District has provided the scaffolding to support teachers to look for innovative ways to use technology to really challenge students to do more.”

A New England school board member added, “I walked into classrooms and it was obvious that technology was there, but it wasn’t the limelight item. The limelight was on student learning.”
MINNETONKA POINTS OF PRIDE

ACADEMICS

- In the Class of 2014, **100 Summa Cum Laude students** graduated with a 4.0 or higher GPA.

- In the Continental Math League contest, Minnetonka’s seventh grade team tied for first place in the nation. All grades scored in the top five nationally. Grades 2 and 4-8 earned first place in both the state and the eight-state region.

- **MHS Math League Team** qualified for the state tournament for the fifth year in a row. **Sam Stromwall** was selected for the Invitational Event for the top 50 highest scoring students in the state.

- Two teams of first year and second year physics students each earned second place in the nine-state **Regional Physics Bowl Competition**.

- Two MHS Quiz Bowl Teams qualified for Nationals in Chicago. One MMW Quiz Bowl Team also qualified for Nationals in Atlanta.

- The MHS DECA Team set two new state chapter records with 52 students qualifying for finals and one student qualifying in three events. Eighteen members advanced to the International Competition. Eight students scored top ten finishes. **Sam Peters** earned Minnetonka’s first top three finish.

- Forty MHS students attained national recognition for excellence on the **2014 National Spanish Exams**. **Jonathon Meyer** was the top scorer in the state for Level five and was awarded a scholarship for post-secondary studies.

- **215 Minnetonka Scholars** from MME and MMW were honored for their SAT test results. Two MMW students scored a perfect 800 on the math section.

- Groveland Elementary student **Jenna Krueger** won national distinction in the SIFMA Foundation’s InvestWrite® essay competition on long-term investment in Home Depot stock.

- An Excelsior team qualified for the **Destination Imagination Global Finals** in Knoxville, TN.

- Three Excelsior students won first place in the Regional Minnesota Renewable Energy KidWind Challenge for their small wind turbines made with recycled packaging board and Lego gears.

ATHLETICS

- MHS finished fifth in the state for the MSHSL Challenge Cup, a composite ranking of all athletics and fine arts tournaments.

- MHS varsity athletic teams celebrated four state championships (Girls Soccer, Cheer Team, Girls Alpine Ski and Girls Track & Field). MHS teams were state champion runners-up in three sports (Girls Tennis, Girls Swimming & Diving and Boys Tennis). The **Adapted Softball** team was state consolidation champions.

- In an online USA TODAY poll, Minnetonka was voted #1 in Minnesota for “Best Girls Sports Program” and “Best Boys Sports Program.”

- **Girls Soccer** won the state championship (*pictured on next page*). **Elizabeth Endy** was honored as the Gatorade 2013-14 Minnesota Girls Soccer Player of the Year and Ms. Soccer by the Minnesota Coaches Association. She was also the Athena Award winner for 2014.

- After winning its 17th state championship, the **Cheer Team** took second place in international competition and third place at the national championship.

- **Girls Alpine Ski Team** successfully defended their 2013 state title. **Megan Greiner** and **Erin Olejnik** finished first and second in individual state competition.
Girls Track & Field Team repeated as State Champions. Mia Barron set two new records in long jump and triple jump. Elizabeth Endy captured the 800-meter title and the 4x800 relay along with Meaghan Borowski, Meghan Janssen and Lucy Hoelscher.

MHS Girls Coach Jane Reimer-Morgan was named Minnesota Coach of the Year by the United States Track and Field and Cross Country Coaches’ Association.

Girls Hockey captain Sydney Baldwin was named Ms. Hockey and the Star Tribune Metro Player of the Year. Sydney is the first Skipper player, and only the fourth defenseman, to win Ms. Hockey in its 20-year history.

Boys Tennis earned a second place finish at the State Tournament. Joey Richards claimed the Consolation Title, won the Class AA State Singles Champion as a junior, and helped the Skippers finish as state runners-up in 2013 and 2014.

The Boys Swim & Dive Team won the True Team state title. The Skippers advanced to the state meet, where they finished fifth.

FINE ARTS

For the second-straight year, Minnetonka has been named one of the NAMM Foundation’s “Best Communities for Music Education.” Minnetonka is one of only five Minnesota school districts to receive the honor this year.

MHS Treble and Concert Choirs received the highest ratings possible for their performances at the State Contest for Large Choral Ensembles in Category 1 (most difficult music) and earned a superior rating from all three judges on the panel.

MHS Band performances earned 25 “Superior” ratings, the highest rating possible, at the Minnesota State High School League Solo and Ensemble Contest.

Minnetonka’s Chamber Orchestra received a “Superior” rating, a perfect score, the “Best in Site” award and the “Spotlight in the Arts” Award.

Minnetonka won the Spotlight Musical Theatre Award for Outstanding Overall Production—the highest award possible—for its fall musical, Young Frankenstein, which was awarded 11 Spotlight Awards, and for its spring musical, Evita, which earned 16 Spotlight Awards.

Clare Seeman was named a Minnesota Department of Education 2014 Scholar of Distinction for Theater Arts.

Ten MHS students earned a total of 44 Scholastic Art Awards, including nine Gold Key, 18 Silver Key and 17 Merit Awards.

Victoria Niu was recognized nationally for two consecutive years by the Scholastic Art Awards.

MHS student Victoria Williams’ painting was chosen as one of five national semi-finalists for the Great Frame Up Self-Expression Art Show.
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 four percentage points since 2008-09 when Minnetonka Community Education began using a new customer evaluation process.

Implementing new programs and adapting to the needs of the community continue to be top priorities for Minnetonka Community Education. By combining new programs such as the Excelsior Firecracker Run, Minnetonka Summer Academy and adult iPad classes with traditional activities, Minnetonka Community Education is able to strengthen and enrich the Minnetonka area.

Minnetonka Aquatics Serves Entire Community

The recently renovated West pool provides the perfect setting for children and adults to have fun while learning swimming and water safety.

- A uniform, four-foot depth
- September–May, water temperature is at 82 degrees for competitive swim teams
- June–August, water temperature is at 87 degrees so swimmers can focus on instruction, not the temperature

“Living in an area surrounded by water makes learning to swim an essential safety skill.”

—Dan Berve
Minnetonka Aquatics Director
School Quality: Top Criteria in Choosing a Community

Back in 2003, in developing part of the Minnetonka School District’s Strategic Plan, Beacon Bank President Bob Weiss and his team found that the future financial health of the District was dependent on the number of students enrolled—one that was projected to decline over the next decade.

Weiss, along with community and finance experts, then devised a plan for securing adequate resources to achieve the District’s mission and objectives, which included attracting more families to move into the Minnetonka community, re-attracting students from private schools and welcoming open enrollment students.

In line with that plan, when the Great Recession hit in 2009 and State revenues froze, Minnetonka committed to “innovating” its way through the recession and set a goal for planned enrollment growth to avoid the budget-cutting volatility that school districts across the state experienced.

With innovative new programs, Minnetonka became, and continues to be, the District of Choice for families who value excellence in education. Today, 2,774 students open enroll from 36 different Minnesota school districts. Their families are actively seeking the best education for their children. Most students enroll beginning in Kindergarten and quickly grow to be part of our Minnetonka community—a relationship that lasts beyond high school graduation.

Without the financial support that those open enrollment dollars provide, Minnetonka would not be the destination for top education that it is today. If not for the District’s efforts to attract more families, the recession would have necessitated teacher lay-offs, cutting important programs and closing at least two elementary schools and one middle school. This would have led to the exodus of many families in search of a more stable school district, forcing even more reductions.

Instead, Minnetonka remains a healthy, vibrant community and one of Minnesota’s top school districts. In fact, compared to neighboring communities, homes for sale in the Minnetonka School District had the lowest days on market and highest sale price value during the 2013-14 school year, according to Northstar MLS data.

The District’s forward and innovative planning has assured Minnetonka’s place among the top of many wish lists.

“\textit{The quality of the schools remains the #1 selection criteria in selecting a community in which to live.}”

—Carl Zinn
Realtor

In 2002, Minnetonka’s projected enrollment was estimated to decline by 1,500 students over ten years. Instead, with carefully planned growth, we welcomed just over 9,853 students for the 2014-15 school year. The revenue from student growth has improved programs for all students and protected the District from budget cuts over the last ten years.
Preparation of the World’s Best Workforce Summary Report

Minnetonka has long focused on preparing its students not just with the essential skills needed for the workforce, but to be leaders in the areas of interest that their talents and passions take them. It is the District’s mission to ensure all students envision and pursue their highest aspirations, while serving the greater good.

Minnetonka is one of the top performers in the state of Minnesota because of its focus on fostering world-class excellence in all corners of the District. This includes giving each student a personalized education, using technology as an accelerator of learning, applying best practices in assessment and teaching and learning, offering choice, flexibility and support and hiring the best teachers, principals and support staff.

Our progress towards the State’s goal of creating the world’s best workforce is outlined, in accordance with 2013 Minnesota Statutes, in this Annual Report.

System Goals and Support

Minnetonka’s focus on meeting the changing needs of today’s students is reflected in the District’s Strategic Plan, Board Goals, Q-Comp Goals (see p. 23), teacher and principal evaluation systems, staff development goals, technology plan and innovation initiatives, all of which are aligned to inspire in everyone a passion to excel.

The results of those initiatives are shown not only in test scores, but also in the opportunities all students have to progress beyond the confines of traditional grade level expectations and classroom work.

Student-focused Excellence

In Minnetonka, we have a commitment to make all decisions in the best interest of the student. Beginning in early childhood, families are supported with Early Childhood Family Education, School Readiness, Early Childhood Special Education and Minnetonka Preschool, programs that are certified by the National Association for the Education of Young Children and have received the Four Star Parent Aware rating from the state of Minnesota.

In elementary schools, teachers meet children where they are and use differentiated instructional strategies to ensure students’ academic, social and emotional growth. Responsive classroom principles, which are posted on classroom walls, create a supportive and caring learning environment that inspires students to do their best in pursuit of their individual hopes and dreams. Response
to Intervention (RtI) provides intensive early assistance to students who struggle in reading, math or behavior. RtI has also successfully reduced the number of referrals for special education services.

Four Minnetonka elementary schools receive Title I funds, which provide additional intensive assistance for students based on the percentage of students who qualify for free or reduced lunch in a school. All four schools are designated Minnesota 2014 Reward Schools, which is the highest rating possible. All Minnetonka schools are making Adequate Yearly Progress (AYP) per the state’s evaluation system.

Since 2005, the District has had a personalized and proactive secondary guidance model that encourages college and career planning beginning in sixth grade. According to the 2013 Minnesota Student Survey, 89 percent of Minnetonka eleventh grade students planned to attend college, but when those same students graduated in 2014, 91 percent were accepted and planned to enroll in college. (see pp. 5-8)

In 2007, the District introduced a Language Immersion option open to any student whose family valued learning a second language during elementary school. The program has grown to 2,594 students in grades K-8 and will expand to the high school in 2015. (see p. 12)

The School Board set a goal to redesign the middle school program in 2009, which resulted in more choice, flexibility, support and rigor for all middle school students. Middle school teachers, guidance counselors and support staff work closely with families to ensure all students are appropriately challenged to ensure annual growth. Minnetonka Middle School East and West now consistently perform among the top middle schools in the state.

At the high school, an ongoing effort to raise the rigor and opportunity for all students has resulted in a school record ACT score of 26.5 in 2014, which is up from 23.1 in 2002. More students are enrolling in college-level courses through the Advanced Placement and International Baccalaureate programs. In fact, among the class of 2014, 70 percent of seniors took at least one AP or IB exam. An external review by researchers from Johns Hopkins University found that “each academic department within MHS is meeting their individual goals for increasing rigor by introducing honors, integrated or advanced courses.” With the International Studies Program reaching nine countries and Minnetonka’s Advanced Professional Studies program, VANTAGE (see pp. 4-6), Minnetonka High School continues to insure its students will be internationally competitive in a global economy.

Since 2012, the Board has had a goal to identify and address barriers to student success, identify or develop programs to address the barriers, and work with school and community partners to ensure success for ALL students. This goal aims to assure every student is ready for school, that all read by third grade, all graduate and that the achievement gap is closed.

Teaching & Learning Advisory Committee

Cindy Andress  David Olson
James Donald  John Powers
Taeya Erani  Anne Redfern
Sandy Gosen  Matt Rega
Paule Hocker  Pete Rogan
Stephanie Johnson  Diane Rundquist
Ross Johnson  Lisa Sumner
Heidi Kluzak  William Tuseth
Peter Kluzak  Rhonda van Bergen
Meg Low  Angie Weidner
Mark McIlmoyle  Sara White

Deephaven Elementary 2013 National Blue Ribbon School
World’s Best Workforce: Minnetonka’s Results

Teachers and Principals 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. All staff development is also aligned with the goals. Within the Q-Comp program are five components to improve instructional practices: teacher leaders and instructional coaches, job-embedded professional development, observation and evaluation, performance pay, and reformed salary schedule.

Minnetonka teachers have two measures of student achievement within the Q-Comp program: Site goals and Professional Learning (PLC) goals. For fiscal year 2014:

- Minnetonka teachers participated in 31,525 hours of professional development.
- Of 690 eligible teachers, students of 670 teachers met PLC achievement goals.
- Every eligible teacher earned at least 90% of their total possible compensation.

Data Supporting Workforce Goals

<table>
<thead>
<tr>
<th>Data Supporting Workforce Goals</th>
<th>82.8 percent of Kindergarten students in reading and 73.7 percent in math scored at or above the Early Kindergarten level on NWEA.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students Ready for Kindergarten</td>
<td>90.1 percent of all third grade students are proficient in reading according to state MCA scores. The average Minnetonka student in third grade is reading at the middle of fifth grade level according to NWEA national norms.</td>
</tr>
<tr>
<td>All Students in Third Grade Achieving Grade-Level Literacy</td>
<td>91 percent of 2014 MHS graduates were accepted and planned to enroll in two- or four-year colleges and universities. 70 percent of seniors took at least one AP or IB exam, which research indicates improves the rate of college completion. The Class of 2014 posted a school-record 26.5 average ACT score, with 91 percent ready for college-level coursework in English Composition, 77 percent ready in math, and 73 percent in biology.</td>
</tr>
<tr>
<td>All Students Career- and College-ready by Graduation</td>
<td>MHS has a 95 percent 4-year graduation rate. By state and federal law, special education students who do not graduate are eligible for educational services through age 21.</td>
</tr>
<tr>
<td>Closing Achievement Gap(s)</td>
<td>Proficiency between White students and non-White students has a 14.9 percent gap in math and 15.7 percent gap in reading. The gap is projected to close to 6.8 percent in math and 7.8 percent in reading by 2018.</td>
</tr>
</tbody>
</table>
Investing in Facilities and Students

In November 2013, the School Board approved the construction of 13 additional classrooms at five elementary schools. The added rooms are for the All-Day Kindergarten program, for music classes, and increased enrollment in the upper grades.

With the passage of All-Day Kindergarten, the State Legislature authorized the School Board to fund both the program and construction of classrooms. To accommodate All-Day Kindergarten, Clear Springs, Deephaven, Groveland, Scenic Heights and Minnewashta added new classrooms. Excelsior did not need additional rooms for implementing the program. Where two half-day classes used to share one room, two rooms are now needed. Construction was completed in time to welcome the youngest Skippers, the Class of 2027.

In 2008, the Board set a goal to elevate the K-12 Fine Arts program to world-class. In 2011, the Board approved a new model allowing fifth grade music students to increase time in elementary music, band, orchestra or choir. The newly added music classrooms are dedicated to inspiring students to explore their musical interests.

Did you know?

Minnetonka has the lowest elementary class sizes in the metro area.

World Class Fine Arts

Minnetonka Public Schools was named one of the Best Communities for Music Education for a second consecutive year.

Minnetonka is committed to funding music offerings, staffing highly qualified teachers and providing access to music instruction.

- 64 middle school and high school students were named to state and regional honor choirs and bands.
- MHS Treble and Concert Choirs received the highest possible ratings at the State Contest.
- MHS Chamber Orchestra received the “Spotlight in the Arts” Award.
- MHS jazz band soloists received outstanding soloist awards at the 2014 Winter Jazz Blast.
- MHS Band performances earned 25 “Superior” ratings, the highest rating possible, at the State Contest.
Responsible Stewardship

The District has made many decisions during the 2013-14 year to improve the value of the District for taxpayers and students. It is always critical to provide sufficient financial resources to maintain the high quality program and staff of the District, and the very close watch on expenditures by administrative staff and the Board enables the most efficient use of the resources available. That is why the District’s spending is below the state average and well below the Metro average (see the table on p. 26). Despite the excellent educational results the District’s students are achieving, the District is not one of the highest spenders in Minnesota.

It has also been an important strategy for Minnetonka to increase revenue beyond what the local levy and state aid provide to assure an outstanding program for Minnetonka students. Increasing Open Enrollment has brought in over $83 million in the past eight years to support resident students and to pay the limited additional cost of the Open Enrolled students themselves. It costs much less for the added students than the revenue received for them due to economies of scale and the fact that basic costs are present regardless of the number of students in the District.

Furthermore, the District has taken many steps to reduce tax costs to the District’s taxpayers by refunding bonds to get lower interest rates and using reserves to hold down tax levies. Most of the District’s bonds are now at the historically low rates available in the past three or four years.

As shown in the table below, the District has balanced budgets for both FY2014 and FY2015. In fact, the 2013-14 Budget shows an ending Unassigned Fund Balance of $14,951,502 and the 2014-15 Budget shows an ending balance of $16,094,299, with both having increases in the final balance. The increase in expenditures for 2014-15 over the past year is primarily due to the implementation of the all-day Kindergarten program within the General Fund. The extended-day Kindergarten program in 2013-14 was accounted for in the Community Education Fund. The State of Minnesota has provided funding for the all-day program, so the revenue for FY2015 has increased significantly as well.

<table>
<thead>
<tr>
<th>District General Fund</th>
<th>Unaudited Actual 2013-14</th>
<th>Adopted Budget 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Assigned Fund Balance</td>
<td>$2,255,782</td>
<td>$2,855,151</td>
</tr>
<tr>
<td>Beginning Unassigned Fund Balance</td>
<td>$14,631,943</td>
<td>$14,951,502</td>
</tr>
<tr>
<td>Revenue</td>
<td>$94,076,803</td>
<td>$101,235,687</td>
</tr>
<tr>
<td>Expenditures</td>
<td>$93,657,875</td>
<td>$100,240,181</td>
</tr>
<tr>
<td>Difference</td>
<td>$418,928</td>
<td>$995,506</td>
</tr>
<tr>
<td>Transfer from Operating Capital</td>
<td>$500,000</td>
<td>$500,000</td>
</tr>
<tr>
<td>Transfer to Operating Capital</td>
<td>—</td>
<td>(674,232)</td>
</tr>
<tr>
<td>Ending Assigned Fund Balance</td>
<td>$2,855,151</td>
<td>$2,533,628</td>
</tr>
<tr>
<td>Ending Unassigned Fund Balance</td>
<td>$14,951,502</td>
<td>$16,094,299</td>
</tr>
<tr>
<td>Unassigned Fund Balance %</td>
<td>16.0%</td>
<td>16.1%</td>
</tr>
<tr>
<td>Student Enrollment (Oct. 1)</td>
<td>9,622</td>
<td>10,030</td>
</tr>
</tbody>
</table>
As seen in the table to the right, Minnetonka spent $9,438 per pupil in 2012-13, less than the state average of $10,096. Our comparative ranking fell to 199 in 2012-13 from 143 in 2011-12 because other districts surpassed our spending per pupil. Overall efficiency places Minnetonka's per pupil spending below the state average.

### Consolidated Financial Statement

Minnetonka School District #276 has received the *Excellence in Financial Reporting Award* every year since 1994. According to District auditors, “The District has historically done an excellent job of allocating the budget according to the nature of the underlying costs, especially for the most critical areas of salaries and employee benefits.” Budget expenditures were within 0.5 percent of actual for fiscal 2013 and 1.2 percent in 2012.

#### 2012-13* Cost Per Pupil Ranking

<table>
<thead>
<tr>
<th>City</th>
<th>Cost Per Pupil</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minneapolis</td>
<td>$13,782</td>
<td>22</td>
</tr>
<tr>
<td>St. Paul</td>
<td>$13,259</td>
<td>25</td>
</tr>
<tr>
<td>Hopkins</td>
<td>$10,984</td>
<td>70</td>
</tr>
<tr>
<td>St. Louis Park</td>
<td>$10,744</td>
<td>81</td>
</tr>
<tr>
<td>Wayzata</td>
<td>$10,296</td>
<td>108</td>
</tr>
<tr>
<td>Eden Prairie</td>
<td>$10,205</td>
<td>119</td>
</tr>
<tr>
<td>Edina</td>
<td>$10,204</td>
<td>120</td>
</tr>
<tr>
<td>State</td>
<td>$10,096</td>
<td>—</td>
</tr>
<tr>
<td>Anoka</td>
<td>$9,933</td>
<td>146</td>
</tr>
<tr>
<td>Minnetonka</td>
<td>$9,438</td>
<td>199</td>
</tr>
</tbody>
</table>

*Most recent comparable data available.

### Did you know?

In 2014, Moody’s reaffirmed Minnetonka’s Aaa bond rating, the highest rating possible.

### Finance & Audit Committee

- Pat Schmidt
- Brian Larson
- Brian Friese
- John Groton
- Mark Ambrosen
- Paul Borowski
- Dan Frawley
- Peter Polingo
- Deirdre Keller
- John Holcomb
- Sandy Booth
- Melissa Hallman
- Paul Bourgeois
- Dennis Peterson

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 at that time. View additional financial documents and reports at: www.minnetonka.k12.mn.us/finances.
**2014 Annual Parent Survey**

99% of parents rated the education provided by Minnetonka School District as excellent or good (chart above; no change from 2013)

97% of parents would recommend their child’s school to friends and neighbors.

79% of elementary parents believe their child’s class size is about right (improved from 74% in 2013). Minnetonka has the lowest elementary class sizes in the metro area.

84% of parents trust the Minnetonka School Board and Administration to do what is right for children (up from 81% in 2013).

93% of parents agree our community receives a good value from its investment in local public schools (no change).

*This online survey was conducted in June 2014 for all parents of students enrolled in the Minnetonka School District. Results are based on 2,612 respondents, or a 32 percent response rate.*

This report is required by law and is published by Minnetonka Public Schools.

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Christine Cleary, Communications Specialist
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Kemmetmueller Photography and Julie Sturek

**View our multimedia Annual Report online. Look for the video icon inside this report to see how Minnetonka students are learning today.**