

MINNETONKA
PUBLIC SCHOOLS

2017 ANNUAL REPORT



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A letter from the Superintendent

We strive to keep members of our great community informed about their schools, including the many successes of our students and the challenges the District faces. This annual report is intended to consolidate the highlights for easy reference, to show you how well your tax dollars are being used and how your incredible support is being rewarded. 2016-17 has been another incredibly successful year!

The performance of our students keeps reaching new heights each year. There seems to be no limit to what they can do. For example, the average ACT Composite score reached a new height at 27.5. The average Minnetonka 15-year-old out performs the average student in every country in the world in Math, Reading and Science by a significant margin. We have moved from having our first National AP Scholar 13 years ago to 58 this year. The SAT average reached a new all-time high for Minnetonka. The average fifth grader scores above the national average of “Beyond Eleventh Grade.” And, the number of students taking rigorous high school courses has skyrocketed.

Innovations continue to provide fuel for even higher achievement in the future. Minnetonka Research, Navigator, Tonka Online, VANTAGE, Spanish and Chinese Immersion and Coding are just some of the programs enabling high success. All of these academic achievement levels reflect a far greater economic impact by our students on the future of our country.

Our students are thriving in many areas of our program that are not measured by national tests. The support of this wonderful community enables all of this success. Thank you!

Respectfully,

Dr. Dennis L. Peterson

2017-18 District Goals

Each year, the Minnetonka School Board adopts specific goals to ensure long-term educational excellence for all students.

**GOAL
#1**

Student Well-Being

The well-being of students is a priority for families and the District. In 2017-18, the District will create and implement a plan that supports parents' desires to have their students be socially and emotionally strong and provides the appropriate level of support to students for their academic, social and emotional well-being. This plan will be presented to the Board by April 15, 2018.

**GOAL
#2**

Workforce of Tomorrow

Over the course of five years, the District will complete and implement a plan that assures an on-going supply of outstanding teachers, administrators and support staff to serve students throughout their years in the District. Year one of this five-year goal will focus on identification of the resources required. The articulation of these resources will be presented to the Board by June 1, 2018.

**GOAL
#3**

Deep Implementation of Strategic Programs

Ensure deep systemic implementation of recently launched strategic programs to ensure that Minnetonka commitments to student achievement and experience, as well as instructional framework and content, are successfully accomplished.

The programs will be holistically reviewed utilizing the adopted School Board Innovation Criteria no later than May 1, 2018. The programs include Pathways, Tonka Online, Science Research, Immersion and Tonka Codes.

**GOAL
#4**

Expand Experiential and Inquiry-Based Learning

The District will provide a broad array of experiential and inquiry-based learning opportunities for E-12 students to enable them to strengthen their learning, increase their interest and enhance their motivation for learning. The goal for 2017-18 is to identify a roadmap for incorporating experiential and inquiry-based learning throughout the system. A report will be made to the Board by May 1, 2018 to identify and detail a plan/roadmap.

District Vision

Defining the direction in which to lead the Minnetonka Public School District is the duty of the School Board, as elected representatives of the District. Their hard work in crafting that vision and fostering its fulfillment ensures the legacy of excellent teaching, exceptional student achievement, and outstanding fiscal management will continue. Please download a copy of the School Board's *Our Vision for the Future* that defines our District's commitment to world-class, child-centered education for every student at www.minnetonkaschools.org/vision.



Pam Langseth
School Board Chair



Lisa Wagner
School Board Vice Chair



Heidi Garcia
School Board Clerk



John Holcomb
School Board Treasurer



Mark Ambrosen
School Board Director



Katie Becker
School Board Director



Lisa Sumner
School Board Director

ACT[®] Achievement

The ACT Test is used by colleges and universities as a reliable and consistent measure of academic preparedness. For high school students, an ACT score is a key to opportunity, influencing college admissions, scholarships and more.

Congratulations to the 9 Minnetonka High School Class of 2018 students, at right, who earned a top score of 36 on their ACT exam. In 2017, there are only 79 students in Minnesota with this score. There are also 22 students with a score of 35 and 27 students with a score of 34, in the Minnetonka School District.

The average ACT Composite score for the Class of 2017 reached a new height at 27.5. The chart, below, shows the steady progress District students have made over the last several years as a result of intentional focus on providing Minnetonka students a world-class education.



Saahil Chadha



Alexander Ewald



Hanna Gimse

36.0
 nine students from the
Class of 2018
 have earned this
 top score



Natalie Lowry



Julia Luehr



Aberdeen Morrow



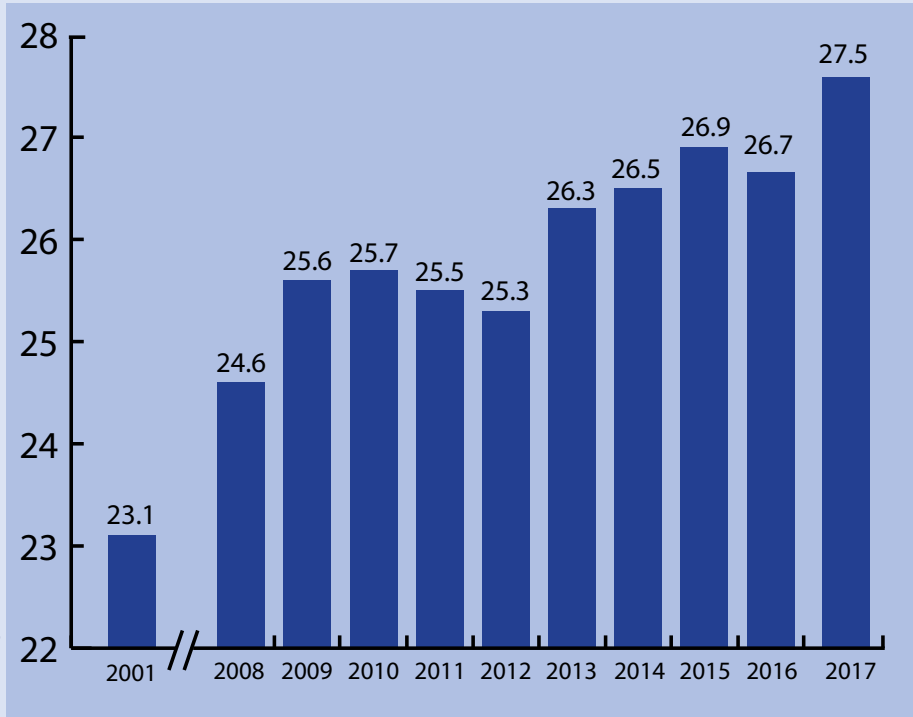
Benjamin Olson



Elena Romashkova



Andrew Walker



33.8
 the average ACT score
 for the **Top 100**
 students

32.4
 the average ACT score
 for the **Top 200**
 students

29.8
 the average ACT score
 for the **Top 400**
 students

National Merit Semifinalists

Congratulations to Minnetonka's 17 National Merit Semifinalists and 31 Commended students from the Class of 2018!



Back row, l-r: Principal Jeff Erickson, Evelyn Armstrong, Alexander Ewald, Oliver Calder, Will Murphy Vossberg, Joseph Melander, Zachary Ambrosen, Saahil Chadha and Derrick Loke.
Front row, l-r: Andrew Walker, Adalee Gill, Hanna Gimse, Amanda Tahnk-Johnson, Sunhyoung Bang, Elena Romashkova, Aberdeen Morrow and Luke Bunday (not pictured, Wyatt Singh).

International Leaders

Top-ranked in reading, science and math on the world stage

The results of the 2017 OECD test for American fifteen year-old students have been released along with comparisons with other countries using the comparable PISA test. Amazingly, if Minnetonka were a country, it would rank number one in Math, Reading and Science when compared with top performing countries around the world. The results are shown in the graphic below.

This year, Chinese administrators chose their students from a group of cities and regions named B-S-J-G, after Beijing, Jiangsu, Guangdong and Shanghai. Previously, Chinese authorities had chosen Shanghai as mainland China's sole representative, whose students finished at the top of all three subject areas in both the previous two PISA studies in 2012 and 2009. Furthermore, the sampling done on mainland China (Beijing, Jiangsu, Guangdong and Shanghai) and other cities was taken from the very best schools, and the very best students were "cherry-picked" from those schools.

READING		MATH		SCIENCE	
MINNETONKA	542	MINNETONKA	584	MINNETONKA	565
SINGAPORE	535	SINGAPORE	564	SINGAPORE	556
HONG KONG	527	HONG KONG	548	JAPAN	538
CANADA	527	JAPAN	532	FINLAND	531
FINLAND	526	B-S-J-G (CHINA)*	531	CANADA	528
KOREA	517	KOREA	524	HONG KONG	523
JAPAN	516	CANADA	516	B-S-J-G (CHINA)*	518
GERMANY	509	FINLAND	511	KOREA	516
AUSTRALIA	503	GERMANY	506	AUSTRALIA	510
UNITED KINGDOM	498	AUSTRALIA	494	GERMANY	509
UNITED STATES	497	UNITED KINGDOM	492	UNITED KINGDOM	509
B-S-J-G (CHINA)*	494	UNITED STATES	470	UNITED STATES	496
BRAZIL	407	BRAZIL	377	BRAZIL	401

*B-S-J-G (China) - Beijing, Shanghai, Jiangsu, Guangdong

IB Diploma Graduates

Congratulations! These students in the Class of 2017 earned the International Baccalaureate (IB) Diploma:

- David Allen
- Maren Beauchamp
- Patrick Brady
- Lauren Brown
- Matthew Burg
- Greta Cutts
- Hannah Dillahunt
- Miles Irmer
- Sether Johnson
- Emily Kasprick
- Gabriel Kopendakha
- Jessica Larsen
- Phoebe Limond
- Parker Magid
- Sydney Maxwell
- Mari Mazarguil*
- Jessica Morris
- Keara Murphy
- Lauren Otolski
- Rithvich Ramesh
- Mia Rogneby
- Max Rosen
- Margaux Vereecken

*IB Bilingual Diploma

Advanced Placement Scholars

The following students from the 2017-2020 graduating classes have earned an Advanced Placement Scholar designation as of spring 2017.

NATIONAL AP SCHOLARS

Granted to students who receive an average score of at least 4.0 on all AP exams taken, and scores of 4 or higher on 8 or more exams.

AP SCHOLARS WITH DISTINCTION

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

AP SCHOLARS WITH HONOR

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

AP SCHOLARS

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

NATIONAL AP SCHOLARS

CLASS OF 2017

Tyler Allen
Martha Barnard
Grace Bonde
Marco Conati
Lindsey Dobbins
Andrew Dutton
Justyn Fine
William Graupmann
Adam Hodapp
Alec Huynh
Elizabeth Isaacson
Matthew Johnson
Ethan Li
Peter Linden
Parker Lougheed
Ian Mallery
Kenna McRae
Anna Mott
Max Musselman
Samuel Niefeld
Eleana Nordos
William O'Connor
Sydney O'Dell
Sadie Olson
Jack Queenan
Madeleine Sangma
Samuel Schini
Isaac Schrof
Trevor Seets
Sky Sotto
Caitlin Vatland
Jessica Wang
Benjamin Wiley
Kathryn Woods
Selena Zingsheim

CLASS OF 2018

Evelyn Armstrong
Nathaniel Budijono
Luke Bunday
Erika Bussmann
Saahil Chadha
Logan Cummings
Ashley Gao

Benjamin Helgeson
Owen Heupel
Elliot Heyman
Derrick Loke
Natalie Lowry
Julia Luehr
Jagmehar Madan
Joseph Melander
Will Murphy Vossberg
Grant Ogilvie
Annika Quam
Morgan Robinson
Elena Romashkova
Wyatt Singh
Andrew Walker

CLASS OF 2019

Parthiv Krishna
Frank Lu
Ethan Mirman

AP SCHOLARS WITH DISTINCTION

CLASS OF 2017

Rachel Adamek
Emma Alberts
Morgan Ambourn
Joshua Anderson
Isabelle Aragon-Menzel
Brianna Bailey
Kelsey Bailey
Beau Bakken
Anna Barnard
Tucker Bhojwani
Curran Birdwell
Patrick Brady
Hannah Broadbent
Cedric Caille
Benjamin Callister
Brevin Clark
Christopher Clarke
Kathryn Crandell
Joseph Cutts
Robert Dow
Emma Dufresne
Carl Ell-Egermeier
Emily Endy

Natalie Esh
Emily Fahlsing*
Desmond Fung
Hannah Gerton
Linnea Gilbertson
Richard Graham
Margaret Guo
Burton Hedstrom
Madison Herfurth
Jacob Hermann
Amelia Johnson
Elise Johnson
Karac Johnson
Gabriel Joo
William Kofski
Larry Larson
Isabel Larus
Corey Lau
John Leppik
Benjamin Livorsi
Annabelle Lohrenz
Liliana Loosbrock
Edward Mahoney
Lauren Michels
Makayla Moses
McCrae Mower
Matthew Muller
Nicholas Noble
Fiona O'Connell
Molly Olson
Lauren Otolski
Sarah Patridge
Lindsay Peifer
Evan Peterson
Ryker Powell
Marshall Quist
Sophia Rae
Adrienne Retzlaff
Timothy Rogers
Max Rosen
Abigail Rundquist
Saya Sabin
Annmarie Schmid
Jordan Schuster
Andrew Shellum
Nathan Shoemaker
Kyla Slator

Madelyn Smerillo
Carter Smiley
Katherine Su
Tillian Teske
Brendan Train
Rebecca Tran
Paige Tuttle
Lane Vugteveen
Courtney Wassenaar
Renna Weas
Jeffrey Week
Matthew Wilkinson
Amanda Zacharias*

CLASS OF 2018

Hunter Abraham
Afton Aiken
Zachary Ambrosen
Caroline Anderson
Eric Anderson
Sunhyoung Bang
Henry Bixler
Zane Bush
Oliver Calder
Dana Caron
Patrick Carroll
Siobhan Cleary
Tatyana Cox
Christina Crassas
Benjamin Dickinson
Evan Dion
Benjamin Eichelman
Kaitlyn Eisenmann
Gabrielle Evans
Alexander Ewald
Shane Falkum
Dylan Friendly
Adalee Gill
Hanna Gimse
Benjamin Glukh
Bryan Grady
Reagan Greene
Xihe Han
Paige Hill
Manav Kalathil
Stanley Kohls
Kylie Landa

Katelyn Lannom
Hugo Lighthart
Alexis McGrath
Peter McLinn
Brigitte Montminy
Aberdeen Morrow
Minh Nguyen
Harrison Noll
Richard Nordvold
Olivia O'Brien
Aidan O'Donnell
Ryan Oppegard
Dylan Peters
Thomas Pratt
Benjamin Rautio
Jaclyn Rebertus
Katherine Richman
Jenna Ridler
Kaitlin Roberts
Michael Ruoff
Katherine Schiltz
Emily Schulenberg
Jake Schulz
Aneri Shah
Christopher Simmons
Benjamin Stolar
Calvin Stromwall
Amanda Tahnk-Johnson
Oliver Thomasson
Sophia Timba
Caleb Trantham
Alexander Traxler
Priscilla Trinh
Vanessa Van Holland
Jacob Weber
Run Zhou

CLASS OF 2019

Cameron Anundson
Christine Cannon
Jakob Charbonnet
Annabel Cho
Alistair Crabb
Micah Curran
Hannah Ditto
Curt Ell-Egermeier
Oliver Forst

Susan Foster
Meili Gong
Connor Hansen
Annika Hendrickson
Christian Hilgemann
Charles Horn
Jihyun Hwang
Nicholas Kachkovsky
Joshua Levy
Illya Lyadov
Dean Matteson
Wyatt Mosiman
Emmett O'Donnell
Jacob Otolski
Claire Sester
Ayush Shah
Gabrielle Smith

AP SCHOLARS WITH HONOR

CLASS OF 2017

David Allen
Jonathan Barnett
Sarah Bartoloni
Savannah Bhojwani
Jonathan Bremner
Benjamin Brokaw
Ansley Bryan
Matthew Burg
Emily Crawford
Hannah Dvorak
John Eggenberger
Jackson Eggers
Elliot Forst
Jason Fredrickson
Rachel Froehling
Joshua Greiner
Alexandra Hallett
Elena Hansen
Andre Havasi
Matthew Johnson
Sether Johnson
Riley Kahlmeyer
Emily Kasprick
Harini Kethar
Dylan Kiefer
Justin Leaf

*Denotes completion of the AP International Diploma (APID). The APID is available to U.S. high school students applying to universities outside the country and certifies outstanding academic excellence with a global perspective. Students must score a 3 or higher on 5 or more AP exams that meet APID criteria.

Kathryn Lewis
Olivia Nelson
Lylian Nguyen
Keilin Omara
Thomas Pederson
Anna Peterson
Nathan Pierstorff
Johanna Praska
Daniel Pyzdrowski
Benjamin Rautio
Gillian Rieder
Jakob Siefker
Sydney Smith
Ryan Soderberg
Jack Stanek
Elizabeth Steffens
John Steiger
Cecilia Stratton
Marta Torelli
Lindsey Vugteveen
Sarah Yang

CLASS OF 2018

Emily Boismier
Julia Brazeau
Graham Caron
Leonardo Clarke
Keira Clyborne
Jacob Dahl
Ryan Elder
Anna Erickson
Aaron Fazzio
Maxwell Fuecker
Nathaniel Hayden
Tyler Heim
Aidan Hill
David Hodel
Erik Hoeting
Sophie Hollander
Elizabeth Honey
Alexander Jacobs
Alanna Julius
Phillip Knopp
Katherine Lutz
Katherine McDonald
Anna Newell
Cole Pelletier
Olivia Rey
Aubrey Salita
Lobsang Serpolamatsang
Samuel Simonett
Anne Smith
Emma Von Feldt
Adam Ward
Adam Wilkinson

CLASS OF 2019

Alexandra Baker
Viktor Boris
Preston Chan

Samuel Dahl
Lauren Hagen
Blake Heyman
Ilana Levine
Alexander Morgan
Graham Ness
Jacob Ode
Rachel Park
Daniel Paulson-Luna
Maxwell Rader
Jack Rapini
Alison Sundem
Ethan Tran

CLASS OF 2020

Moosa Khan
Jaden Ma
Maxwell Meyer

AP SCHOLARS

CLASS OF 2017

Aaron Amin
Jonathan Barnett
Sarah Bartoloni
Eric Benson
Hope Blackford
Madeline Blanz
Spencer Bonnette
Jack Bowman
Jonathan Bremner
Laura Buckman
Kaitlin Campbell
Suzanne Cavalier
Christopher Chayet
Connor Cooley
Anthony Cortilet
Tori Demers
Mary Dick
Rachel Dille
Jake Doerrler
Carl Eaton
Rainer Erani
Connor Erb
Andrew Erdahl
Christian Erhard
Erin Falline
Bengt Fredrickson
Peter Gaffney
Evan Green
Tres Green
Joshua Greiner
Matthew Haas
Blair Hall
Haley Hartmann
Daniel Hebeisen
Alexander Heine
Jaron Holm
Austin Hopp
Miles Irmer

Benjamin Jansen
Elisabeth Johnson
Emily Johnson
Nichole Johnson
Danny Joyce
Meghan Keenan
Nicole Klasen
Daniel Kollodge
Henry Kosvic
Claire Landman
Aparna Leena
Clare Liedtke
Parker Magid
Mari Mazarguil
Nicholas McReavy
Dalton Mecklenburg
Jordan Melz
Jack Meredith
Brigitta Olsen
Ryan Peroutka
Nicholas Petersen
Cole Rein
Lauren Revsbech
Mia Rogneby
Emma Rothwell
Harrison Rowe
Kelsey Schmitz
Parker Schorle
Caleb Schumacher
Sarah Scriver
Cole Shipman
Cecilia Stratton
Olivier This
Adam Thompson
Marta Torelli
Dylan Tuttle
Leora Vainshelboim
Nikhil Vimal
Adam Vogelsberg
Dustin Wandrei
Teresa Wroblewski

CLASS OF 2018

Brynne Adams
Heidi Ahrenholtz
Madison Bebow
Nicholas Behling
Isabella Bertogliat
Vishal Birkebak
Karl Boulter
Annaka Buchstaber
Sawyer Buhman
Deven Burkhart
Matthew Carr
Joseph Cassidy
Anne Cooke
Garrett Corwin
Christian Cote
Austin Davis
Rachel Dill

Samuel Durkee
Liliana Felton
Emma Freebersyser
Kate Gallagher
Ruby Gatenby
Maxwell Guderian
Nicole Klasen
Xihe Han
Jack Hanzlik
Benjamin Hare
Grant Hargrave
Briggs Haugen
Simen Hayes
Anna Hoffmann
Michael Hoopes
Andrew Horinek
Andrew Howe
Austin Johnson
Anna Jones
Katie Kamrowski
Macallister Karrick
Madeline Kertson
Joshua Kizilos
Allyson Kuzara
Elizabeth Lagerback
Lydia Larson
Noah Larson
Ethan Leicester
Carson Lennon
Drew Lind
Rebecca Mahannah
Anne Malloy
Andrew Manderfeld
Ian Masui
Benjamin Meier
Scott Millard
Gavin Mostoller
Abby Ness
Evan Newlund
Jonathan Olmsted
Benjamin Olson

Ryan O'Neill
Victoria Osterhus
Cory Pengelly
Katriona Peterson
Beau Pullman
Ethan Quaye
Charles Quinn
David Roderick
Rebecca Rosen
Cole Schmidt
Mark Schmitz
Blake Silas
Taylor Skarda
Ava Stanek
Andrew Sumner
Braden Synsteliem
Ani Tobin
Olivia Tornes
Erika Van Wagenen
Charles Wagner
Megan Walker
Kathryn Ward
Benjamin Weibel
Benjamin Wheaton
Soraya Wiese
Joshua Yahna
Sonja Zbinden

CLASS OF 2019

Patrick Brislin
Gabriel Brown
Lucas Chow
Lauren Cooper
Jacob Engdahl
Rebecca Ericson
Lindsay Evans
Alejandro Ferrer-Lugo
Cole Forsmark
Shawn Frommelt
Nick Gordon
Molly Johanson

Matthew Kasprick
Jarrett Krouss
Shelby Len
Nicholas Littler
Eleanor Moore
Luna Moreno Bohada
Nathan Olmsted
Jake Pankoff
Rodney Peterson
Briette Platt
Sarah Rhodes
Lake Rickenbach
Sergio Rivas
Simon Roemig
William Roslansky
Abbey Schmitz
Mikayla Schultz
Marie Senescall
Breeilyn Stelle
Christopher Su
Christopher Tardos
Brooke Van Horn
Connor Wacker
Jordan Zais
Sydney Zais

CLASS OF 2020

James Bohn
Jacob Bridge
Alexandra Farrell
Cross Gibson
Gunnar Jagodzinske
Max Lindholm
Gabrielle Odom
Charles Roslansky
Nathan Schneider
Skyler Seets

	National AP Scholar	AP Scholar with Distinction	AP Scholar with Honor	AP Scholar
2017	60	237	98	211
2016	40	220	93	151
2015	43	192	99	169
2014	42	133	64	165
2013	36	145	78	137
2012	37	76	67	125
2011	27	76	51	86
2010	25	81	55	98
2009	23	60	49	90
2008	8	51	41	65
2007	8	47	46	79

The Class of 2017 is College Bound

The class of 2017 submitted 2,670 total applications to 425 colleges and universities. These students earned 1,831 acceptances from 295 institutions—from New York to California, Minnesota to Texas, Australia to Vancouver—and enrolled in the 181 institutions below.

98%
of seniors graduated

90%
college bound

79%
attending four-year colleges and universities

11%
attending two-year colleges

40%
attending Minnesota colleges and universities

50%
attending out-of-state colleges and universities

6
entered military service

-
- | | | |
|---|---------------------------------------|---|
| Alexandria Technical and Community College (1) | Colorado School of Mines (2) | Lake Superior College (3) |
| American Univ. (1) | Colorado State Univ. (5) | Lancaster Univ. (1) |
| Anoka-Ramsey Community College (1) | Columbia College Chicago (1) | Lawrence Univ. (2) |
| Arizona State Univ. (5) | Concordia Univ. at St. Paul (1) | Liberty Univ. (1) |
| Auburn Univ. (1) | Creighton Univ. (3) | Lipscomb Univ. (1) |
| Augsburg Univ. (3) | Crown College (2) | Loyola Univ. Chicago (2) |
| Augustana Univ. (SD) (2) | DePaul Univ. (5) | Marquette Univ. (2) |
| Aveda Institute (1) | Des Moines Area Community College (1) | Massachusetts Institute of Technology (1) |
| Barnard College (2) | Drake Univ. (1) | McGill Univ. (3) |
| Baylor Univ. (1) | Dunwoody College of Technology (6) | McNally Smith College of Music (1) |
| Beacon College (1) | Eastern Michigan Univ. (1) | Merrimack College (1) |
| Belhaven Univ. (1) | Florida State Univ. (2) | Miami Univ., Oxford (1) |
| Bemidji State Univ. (6) | Fordham Univ. (3) | Michigan Technological Univ. (2) |
| Bethel Univ.-MN (6) | Fort Lewis College (1) | Middle Tennessee State Univ. (1) |
| Boston Univ. (1) | Full Sail Univ. (1) | Minneapolis Community and Technical College (2) |
| Brigham Young Univ. (1) | Gap year—Rotary Exchange in Italy (1) | Minnesota State Univ., Mankato (9) |
| California Lutheran Univ. (1) | Georgia Institute of Tech. (2) | Montana State Univ., Bozeman (13) |
| California Polytechnic State Univ., San Luis Obispo (4) | Grand Canyon Univ. (3) | Neumann Univ. (1) |
| Carleton College (2) | Grand View Univ. (1) | Normandale Community College (35) |
| Carthage College (2) | Gustavus Adolphus College (3) | North Dakota State Univ. (9) |
| Central Lakes College (1) | Hamline Univ. (1) | North Park Univ. (2) |
| Century College (1) | Hampshire College (1) | Northeastern Univ. (3) |
| Chapman Univ. (1) | Harvey Mudd College (1) | Northern Michigan Univ. (1) |
| Citadel, The Military College of South Carolina (1) | Hennepin Technical College (5) | Northwestern Univ. (1) |
| Clemson Univ. (1) | Hillsdale College (1) | Oxford College of Emory Univ. (1) |
| Colby College (1) | Hope College (2) | Palm Beach Atlantic Univ. (1) |
| Colgate Univ. (1) | Indiana Univ. at Bloomington (2) | PCI Academy (1) |
| College of Saint Benedict (3) | Iowa State Univ. (22) | Pennsylvania State Univ. (1) |
| College of St. Scholastica (1) | Itasca Community College (1) | Princeton Univ. (1) |
| College of the Holy Cross (1) | Ithaca College (1) | |
| Colorado Christian Univ. (1) | Johns Hopkins Univ. (1) | |
| Colorado College (2) | Kansas State Univ. (1) | |
| Colorado Mesa Univ. (1) | Lake Region State College (1) | |



- | | | | |
|---|--------------------------------------|---------------------------------------|-------------------------------------|
| Purdue Univ. (1) | The Univ. of Alabama (2) | Univ. of Northern Iowa (2) | Univ. of Wisconsin, Stout (9) |
| Queen's Univ. (1) | The Univ. of Arizona (4) | Univ. of Northwestern (4) | Univ. of Wisconsin, Superior (1) |
| Ridgewater College (1) | The Univ. of Iowa (4) | Univ. of Notre Dame (1) | Univ. of Wisconsin, Whitewater (1) |
| Saint John's Univ. (MN) (2) | The Univ. of Texas, Austin (1) | Univ. of Oregon (1) | Utah Valley Univ. (1) |
| Saint Louis Univ. (1) | Trinity College Dublin (1) | Univ. of Pennsylvania (1) | Virginia Tech (1) |
| Saint Mary's Univ. of Minnesota (1) | Union College (New York) (1) | Univ. of San Diego (1) | Waldorf Univ. (1) |
| Samford Univ. (1) | U.S. Naval Academy (2) | Univ. of San Francisco (1) | Washington Univ. in St. Louis (2) |
| Santa Barbara City College (3) | Univ. of British Columbia (1) | Univ. of Sioux Falls (1) | Western Illinois Univ. (1) |
| Santa Clara Univ. (1) | Univ. of California, San Diego (1) | Univ. of South Carolina (1) | Winona State Univ. (7) |
| Savannah College of Art and Design (1) | Univ. of Chicago (3) | Univ. of South Dakota (1) | Worcester Polytechnic Institute (1) |
| Seattle Univ. (1) | Univ. of Colorado at Boulder (4) | Univ. of Southern California (5) | |
| Smith College (1) | Univ. of Dayton (1) | Univ. of Southern Mississippi (1) | |
| South Dakota School of Mines and Technology (1) | Univ. of Denver (5) | Univ. of St Andrews (1) | |
| South Dakota State Univ. (4) | Univ. of Florida (1) | Univ. of St. Thomas (21) | |
| Southwest Minnesota State Univ. (1) | Univ. of Kansas (4) | Univ. of Vermont (3) | |
| St. Catherine Univ. - St. Paul (1) | Univ. of Kentucky (2) | Univ. of Victoria (1) | |
| St. Cloud State Univ. (8) | Univ. of Maine (1) | Univ. of Virginia (1) | |
| St. Cloud Technical & Community College (1) | Univ. of Manitoba (2) | Univ. of Washington (4) | |
| St. Lawrence Univ. (1) | Univ. of Miami (1) | Univ. of Wisconsin, Eau Claire (8) | |
| St. Olaf College (13) | Univ. of Michigan (1) | Univ. of Wisconsin, La Crosse (5) | |
| Texas A&M Univ. (1) | Univ. of Minnesota, Duluth (22) | Univ. of Wisconsin, Madison (17) | |
| Texas Christian Univ. (2) | Univ. of Minnesota, Morris (3) | Univ. of Wisconsin, Milwaukee (3) | |
| The Institute of Production & Recording (1) | Univ. of Minnesota, Twin Cities (81) | Univ. of Wisconsin, Oshkosh (1) | |
| The Ohio State Univ. (1) | Univ. of Missouri Columbia (1) | Univ. of Wisconsin, Parkside (1) | |
| | Univ. of Nebraska at Lincoln (6) | Univ. of Wisconsin, River Falls (3) | |
| | Univ. of Newcastle (1) | Univ. of Wisconsin, Stevens Point (2) | |
| | Univ. of North Dakota (14) | | |

A Minnetonka diploma opens doors and expands opportunities for graduates as they pursue their dreams.
 —School Board Vision

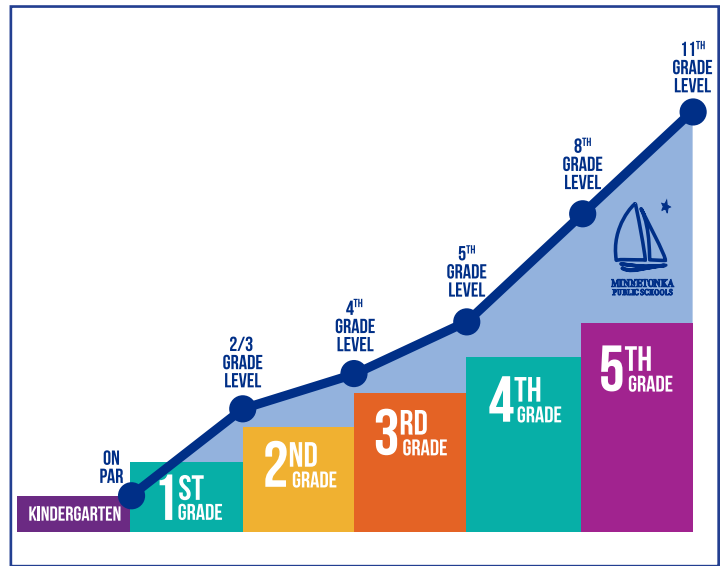
Ahead of Peers Nationally

Spring 2017 NWEA Results

When kindergarten students enter Minnetonka schools, they arrive on par with kindergarteners nationwide. Over the next six years, a transformation occurs as they excel. By the end of elementary school, the average fifth grader in Chinese, English or Spanish Immersion is performing beyond the 11th-grade level in reading and math compared to national norms.

The table shows the average Minnetonka student's performance compared to national grade-level criteria on the NWEA Measures of Academic Progress. The graph shows that at the end of each grade, students are performing many grade levels ahead of peers nationally based on the NWEA Measures of Academic Progress.

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



Spring 2017 MCA III Results

Our students are performing extremely well in measurements collected through standardized testing. Most notably are the strong performances in Reading, Math, and Science.

With regard to spring 2017 MCA III assessment results, Minnetonka students ranked second in the Twin Cities metro in Reading (with 81.2% proficient), moving up from fourth the prior year. In Math (with 80.6% proficient), Minnetonka ranked second in the metro, up from third the prior year. And, in Science (with 75.1% proficient), as in the past three years, Minnetonka students were also second in the metro area.

SPRING 2017 MCA III STATE READING, MATH AND SCIENCE COMPARISONS

Comparable Metro Districts

District	Reading	Math	Science
MINNETONKA	81.2	80.6	75.1
Wayzata	81.7	80.3	76.8
Edina	80.1	78.9	67.4
Orono	79.3	74.2	74.8
Westonka	79.8	80.8	69.5
Eastern Carver County	68.4	61.9	63.0
Eden Prairie	74.4	69.9	65.7
Hopkins	63.6	61.0	52.1
State of Minnesota	60.2	58.6	54.2

Minnetonka's Culture of Innovation Drives New Programming, Keeps District on Leading Edge

Eric Schneider, Associate Superintendent

Across the State of Minnesota and across the nation, Minnetonka Schools has developed a strong reputation as a District of excellence. In addition to that impressive and important focus on excellence, Minnetonka has also become a national leader in an area that is less common in the field of public education: Innovation.

Minnetonka's nationally recognized culture of innovation is based on a structured, predictable approach to employee engagement that has been built over the past seven years. The District begins every fall with an open-innovation event called The Big Hunt for Ideas, inviting all employees to share their ideas through a virtual, web-based platform. This "crowd-sourcing" approach allows staff to socialize their ideas with colleagues in a virtual environment and surface the top small, medium, and big ideas at all school levels.

Minnetonka's approach to innovation combines Human-Centered Design (focusing on empathy and the customer experience) and Lean Start-Up (micro-testing of ideas with minimal resources). Over time, this annual event has produced game-changing innovations like VANTAGE, Tonka Online, Tonka Codes, Minnetonka Research and

many, many others that may be less visible, but no less impactful.

The culture of innovation in Minnetonka allows the District to build prototypes and test ideas quickly. The District's agility in the areas of innovation and problem solving grows confidence within the employee group in ways that extend to the classroom and in our daily work with students. Minnetonka teachers often involve their students in discussions about new ideas as well as help students learn how to use the tools that lead to innovative thinking such as Stanford University's Design Thinking. In the end, our staff and students come to realize that any problem is solvable.

In addition to providing great new ideas for the District to consider, Minnetonka's culture of innovation also helps identify a new generation of leaders. Staff members who submit ideas and engage in the development of prototypes often step up to leadership roles in the new programs that come as a result of the innovation process. This pipeline of innovative leaders promises to keep Minnetonka on the leading edge of public education for years to come. Students who learn to apply these tools are well on their way to being leaders of the future. Thanks to Minnetonka's culture of innovation, the future looks bright for Minnetonka students and families!



Our approach to innovation has produced game-changing programs like VANTAGE & Minnetonka Research

Teaching Human-Centered Design to Our Staff and Students

Nicole Snedden, District Innovation Coordinator

What is Human-Centered Design?

It's a creative approach to problem-solving, basically. It's about really understanding and empathizing with the people you are designing for and then generating ideas and prototypes to test your new and innovative solution to whatever problem it is you are trying to solve.



Why Do We Use this Approach to Problem-Solving?

We're teaching what it means to truly empathize. Giving our teachers and students those tools has been empowering. For teachers, it evokes that passion to foster students' learning and to share that love with their students. For students, it gives them more tools to solve problems quickly and in a way that is collaborative, thoughtful, and inclusive.

How Did it Start in Minnetonka?

Four years ago, when I was teaching fifth grade, I thought it would be a great opportunity for my students to take what they were learning in our curriculum and partner with architects, designers, and engineers to propose a redesign of their own learning space. Thus, Design for Learning was born and the start of Human-Centered Design began to grow in our District. Later we realized this process isn't just about space. Students, teachers and staff can use this process for any big problem they are trying



to tackle that includes several perspectives so that when they're in classrooms and teaching or learning curriculum, they're empathizing, collaborating, and problem-solving.

Example of Use Today?

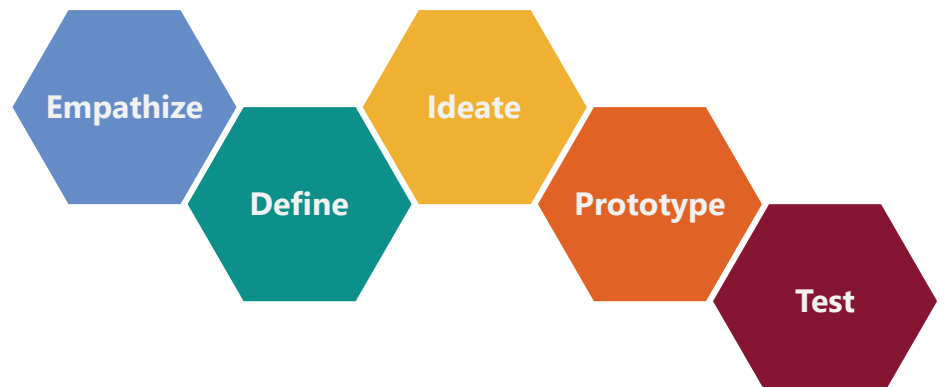
There are little pockets around the District where this kind of design for learning happens. For example, I recently witnessed a lesson at the high school with a group of ninth-grade physics students who were designing a toy structure for a company. They had to build a prototype that addressed a variety of parameters and requirements. The teacher redesigned the unit so that students first had to go through the Human-Centered Design process. They interviewed each other and then defined what the user really needed in this toy. It's not just what they thought they needed, it's what the user needed. From there, they were able to brainstorm and then create a prototype.

What About Our Younger Students?

Even our kindergarteners are weighing-in on the kind of space they need to learn best throughout the school year. This empowers them to be advocates of their own learning and to have an investment and a voice in what works best for them. Those are things that kids learn over the years, but to be able to know it intrinsically and advocate for themselves, this helps students know who they are.

Why is Human-Centered Design such a Powerful, Impactful Approach to Learning?

When using Human-Centered Design, we embrace the belief that all problems can be solved and that the people who face the problems are the ones who hold the key to the best solutions. This helps us to be deeply invested in others' points of view, to work together, to think critically, to drive toward action and a solution and to take risks in prototyping and presenting new possibilities.



Minnetonka High School Student Innovation Work

Robb Virgin, Minnetonka High School Assistant Principal

When we bring the Human-Centered Design process to students, we show them it's more of a roadmap than a step-by-step recipe. The "Empathize" and "Test" elements are the two main pillars, and the others ebb and flow from that. The process allows us to empathize with a user—both students and adults—and immediately test potential solutions. It teaches perseverance because we start with the smallest possible test case and see what's working. We then omit what isn't working, scale up what is, and then test again—all in a secure environment. Practically, we can put an issue in front of students and watch them test solutions for a half hour, or ask them what it looks like after 15 minutes. We learn much more than we would in a series of committee meetings meant to solve the same issue. In the end, the focus on the user makes this process a great fit in education.



Innovation: **Extending Curriculum**

Alexandra Hernandez, Class of 2018

"It's amazing to be part of a group of students who are representatives of innovation at our high school. We've been able to learn the innovation process and all of the steps, and then apply them to solve larger problems.

My group worked with the language department. We're trying to incorporate more culture into the world language curriculum, like the Immersion curriculum, so that students can understand more about the culture, the food and the customs that surround each language.

We have come across some obstacles, which is completely normal. As much as I thought it was challenging to overcome these obstacles at the time, looking back, I appreciate them because they helped us learn so much more. Sometimes, we had to rethink our approach. When going through the innovation process you might feel like you're backtracking, but you move forward with better ideas for the long run. It was interesting to see first-hand how we moved back and forth throughout the process, persevering over the course of the year to make progress."



Innovation: **Recognizing Authenticity**

Connor Hansen, Class of 2019

"If I were to describe the entire innovation process in one word, it would be 'authentic.' It's about starting small, prototyping, and if it flops it flops—that's just how it goes sometimes.

The whole Human-Centered Design process makes total sense. What I think sets it apart is the *empathy* piece. Empathy doesn't necessarily drive forward innovation, but it drives forth understanding of different points of view, ideas you may not be comfortable with, or concepts you simply don't know.

Sometimes, if people are used to something one way, they don't like change. Innovation is inherently messy. Through the Student Innovation Team we've learned in an authentic way in a safe and supportive environment. We didn't try to avoid confrontation. The process helped us look at polarizing topics, in some cases, with more of a bird's eye view. We were then able to determine, as a group, what we thought was the best way forward."



Innovation: **Safer Roadways for Students**

Dominic Barry, Class of 2020

"The Student Innovation team helps bring an entirely new perspective to the table.

I worked on a team to make the roadways around Minnetonka High School safer. Along the frontage road near the high school, a lot of kids are crossing the street every morning. During much of the school year, it's dark in the morning, and if people are rushing to get to school, it can be a somewhat dangerous situation.

We surveyed a few hundred students here to see if they thought safety was an issue, and a large number of students agreed it was. There are a lot of ideas in the works for how we might solve this problem. So far it has required a lot of brainstorming and connecting with individuals such as the city manager, engineers and budget experts.

I feel the Innovation team helps us work toward changes like these in a way that wouldn't happen if we didn't have a voice at the table."

How We Work

The Teaching & Learning Framework



Sara White, Director of Teacher Development

The Minnetonka Teaching and Learning Framework, first conceived in 2015, brings Minnetonka's instructional values to life. The Framework provides Minnetonka educators with a powerful toolkit for planning meaningful, engaging instruction in a 21st Century landscape where skills like critical thinking and creativity are essential and where the nature of life and work is changing rapidly. The Framework's eight dimensions are applicable at all developmental levels and all content areas, thus providing educators the tools they need to design engaging experiences for their E-12 students. In Minnetonka, teachers proudly display posters of the Framework in their classrooms and openly share their efforts to authentically represent the Framework in their work with students, thus creating a noticeable culture shift throughout the District.

Framework Focus

Authentic & Real-World Learning

Authentic and real-world learning is the power dimension on the Framework. When students are engaged with real-world audiences in an effort to solve an authentic problem they will likely also be engaged with the other dimensions at high levels of complexity. Developing experiential learning opportunities for students continues to be a goal for both the School Board as well as the Teaching and Learning Department. As teachers shift their instructional practices to align with these goals, families will notice a change in how their children are assessed and the learning activities they're engaged in. Assessments will be less about paper and pencil tests and more about products that are evaluated against rubrics.



Designing Student Experiences For Meaning, Engagement & Deeper Learning



Authentic & Real-World Learning

Students are engaging in authentic and real-world learning when they define and develop solutions to problems that they have encountered or are likely to encounter in their lives, or when they complete a task for which they have not received explicit instruction.



Collaboration

Students are collaborating when they work in pairs or groups to discuss an issue, solve a problem, and/or create a product; students are collaborating skillfully when they resolve controversy and conflict through negotiation.



Communication

Students are communicating when they connect and share ideas, and when they choose the right medium(s) to express their thoughts.



Creativity

Students are demonstrating creativity when they develop and/or revise ideas with attention to originality.



Critical Thinking

Students are thinking critically when they systematically go beyond knowledge reproduction to analyze, synthesize, evaluate, or organize information in ways that generate understandings that are new to them.



Global Learning

Students are demonstrating their understandings of the complexities of cultures and global issues and their ability to see viewpoints beyond their own when they leverage their experiences to positively impact the world around them.



Personalized Learning

Students are personalizing their learning when they choose an element of the content, product, and/or process for their learning, and when they set and monitor their own learning goals.



Use of Technology for Learning

Students are using technology for learning when they complete all or part of an activity using technology and move from consumers of content to producers of knowledge.

The Minnetonka Study



Student Journey to Success



Authentic & Real-World Learning

Minnetonka's authentic and real-world learning experiences help students find meaning, engagement and deeper learning no matter the topic. Discover a few of these stories from our teachers' (left) and students' (right) viewpoints.

The Minnetonka Teacher Voice



Navigator/VANTAGE

Mark Storck, Scenic Heights

"Each of the past four years, the fourth grade Navigator classes at Scenic Heights have done a collaborative research project and presentation, in partnership with the high school VANTAGE students.

Earlier in the year, the VANTAGE students took on projects for real companies, tackling the problem and then presenting a solution. In the Navigator/VANTAGE project, those same problems were given to our Navigator students. Our students then worked in groups, researched various ideas and options, and presented their recommendations to the VANTAGE students, their classmates and teachers, and their parents. All of the students played an important role on their project team throughout the research process, and all co-presented at the end. This kind of real-world learning is a home run. It is authentic, real-world problem solving. It is about communication and collaboration. Students need to work well as a group and use their talents and skills in every area—from critical thinking to technology use—to develop and achieve something important together. It can take students out of their comfort zone, and that, too, is a valuable experience, as it helps them rise to a challenge in a way they may have never experienced—to stay collaborative, creative, and flexible. It's very powerful. It's so real, and it gets our students to apply those practical skills they've developed in real-world situations. Students definitely step up to the challenge!"



MME Passion Project

Nicole Berwanger, MME

"Sixth graders at MME spent two months last spring exploring, creating, and presenting a "Passion Project." Students selected a topic and then learned how to do primary and secondary research to explore it and used multi-media—video, PowerPoint, or Google Slides—to create a final presentation that they delivered in front of their class. The project themes varied, unique to students' interests. From in-depth reports on a celebrity or sports figure, to learning what it takes to start a bakery, to understanding their family's geographic origin, students used web searches, watched YouTube videos, contacted experts, and did interviews to gather information for their project. They learned how to find answers to their questions, how to draft a professional-looking correspondence when reaching out to experts for information, and how to manage the success or disappointments throughout their search for answers. For their presentations, students learned how to connect to an audience, pace their delivery and work on their voice, and use multi-media skills to engage listeners. I can't overstate the importance of real-world learning and how much deeper the learning is when the subject matter applies to their real lives or interests. When students explore something they are personally passionate about, and at the same time you're able to teach them skills that will serve them throughout their lives, that's when the real connection happens and you get them to buy in."



Minnetonka Research

Kim Hoehne, Director

"In the fall of 2016, Minnetonka Research opened its doors for the first time to 47 students, each excited to embark on a new journey. No one knew exactly what would lie ahead, but it was guaranteed to include curiosity, exploration, creativity, perseverance, resilience and camaraderie.

Students developed their own research questions, dove in and gave it their all. Researchers from across the globe embraced the opportunity to mentor Minnetonka Research students. Individuals and organizations were generous with their resources and helped us build a network of incredible support.

Each student has a unique story from this inaugural year. The lessons learned were not only about complex scientific content, but included lifelong skills in problem-solving, communication, and collaboration.

Throughout the year, students shared their experiences through email, mentor communications, peer group discussions, elevator speeches, blog posts and poster presentations at the spring symposium. The lessons learned, the obstacles overcome and the collaborative relationships developed were just as meaningful as any results."

Please visit the *Beyond the Glass* student blog to read more from their point of view:
<https://minnetonkaresearch.wordpress.com>

The Minnetonka Student Voice



Navigator/VANTAGE

Owen Wherry, Class of 2025

"Creating a 'virtual triage' solution for a sports medicine clinic was our group's Navigator/VANTAGE project. Virtual triage is a way to get medical help when a doctor isn't close by. We were asked to come up with what it would look like and how it could address sports injuries in the field. One team member said we should create an app, one said a drone could fly in and drop off medical supplies, and one thought an online face-to-face solution was best. In Navigators, I think we sometimes feel like our own idea is the best idea, so it's harder to do a collaborative project, where we have five students all with their own 'best' idea when we have to pick one. The key is valuing the needs of others and not ourselves, so we tried to do that and stay focused on finding a solution that served others. I was project manager, and that can be hard. You want to help the group work together and keep things on track, but you also want to be sure to do your part of the project. Otherwise, you're just a boss, and that's not a real leader. Our group decided to create a Virtual Triage App, and we added in some of the other features—like the online face-to-face chat option. Our primary research included surveys of students and focus groups with parents. We also shadowed athletic trainers. The great thing is that what we came up with could be used for different situations—not just sports. It could be used in remote countries where you don't have a lot of doctors close by or on boats or planes where there aren't always medical professionals."



MME Passion Project

Katherine Chang, Class of 2023

"When our class first learned about the Passion Project, a lot of students, including me, were nervous about freestyling our own projects all the way through—from picking a topic, to the research process, to the presentation. By the end, though, I loved the freedom of doing my project and presentation any way I wanted to. I chose J.K. Rowling as my topic because I love reading, and I lean toward fiction and fantasy. I also love to write and have authored some short stories. So, in researching J.K. Rowling, I wanted to learn all about her—her history—including her childhood and early career and then how she became such an accomplished author. I watched video interviews of her online, I read articles on her, and I wrote her a letter. I never did hear back, but I checked the mailbox every day. It was a great project because we learned how you get the information you need to tell the whole story and how to be persistent and thorough in doing that. I also learned that people aren't always what they seem and that there's a lot under the surface. Like, J.K. Rowling ... she is this really successful, world-renowned author, but when you dig deep into her history, you see her early years were tough, and she had to work really hard to get to where she is. The thing is ... everyone has a back story, everyone has more to them and more you can learn from them. You just have to find it."



Minnetonka Research

Stanley Kohls, Class of 2018

"My Minnetonka Research project was on bioremediation; in particular, the treatment of wastewater pollution with algae. A lot of work has already been done on this topic, but my focus is working to understand and optimize methods for success. One of my biggest takeaways from last year was that research is a lot more about working through the errors that you encounter even though you start a project thinking you know what you're going to do.

I've realized that after getting through that next step, you need to keep on learning and digging deeper. You're never completely satisfied with what you can get done. That's why research is so intriguing to me ... there's always another step you can take.

A lot of times we think about research as the cool, concrete novel discoveries, like Einstein's Theory of Relativity. What's great about the Minnetonka Research opportunity is that you understand that there are so many levels and so many topics that need to be researched ... that need to be done to make a difference.

The independence required in Minnetonka Research is unlike any class in high school. You basically design your own curriculum, set a timeline of milestones so you can complete all the steps you've defined and interact professionally with experts in the field. That level of responsibility influences how you approach the work in all your classes."

2016-17 District Points of Pride

ACADEMICS

- Will Rooke won the Metro ECSU Regional Spelling Bee and competed at Scripps National Spelling Bee
- Five Class of 2017 students earned a score of 36 on the ACT
- MMW Speech Team placed first at state
- MMW Science Bowl competed in the National Science Bowl for the second consecutive year
- The MHS DECA Team sent 94 students to the state competition and 31 to the international competition
- Four MHS students qualified for the state debate tournament in Public Forum Debate
- Erika Bussmann received an MDE Scholar of Distinction award in Mathematics
- Isabel Larus was named a National Hispanic Scholar by the College Board
- Jack Queenan earned the MDE Meritorious Award in Science
- Harini Kethar was named a National Winner for Outstanding Research in Medicine and Health Sciences by the U.S. Department of Defense
- The MHS Science Olympiad team placed sixth overall out of 33 Minnesota teams
- Earning top honors in world language competitions: 15 students, *Le Grand Concours* Gold Awards; 12 students, *A Vous la Parole* Blue Ribbons; one student, National Spanish Language Exam Gold Award; two students, National German Exam Gold Certificates
- The MHS Math Team qualified for the Minnesota Math League State Tournament for the eighth straight year
- Supermileage Club won 1st place in the Experimental Class at the 29th Annual Supermileage Challenge
- The MME Chess Team placed fourth out of 32 teams at the SCA Statewide Scholastic Championship
- MHS Physics Bowl placed second in their 12-state region

ARTS

- MHS Marching Band won the Class AA Youth in Music State Marching Band Competition
- “Bye Bye Birdie,” the MHS fall musical, won 19 Spotlight Awards from the Hennepin Theatre Trust, including Outstanding Overall Production of a Musical
- “Titanic,” the MHS spring musical, won 26 Spotlight Awards, including Outstanding Overall Production of a Musical
- The One Act play, “The Normal Heart,” won top honors at state
- One MHS Music Listening Team qualified for state
- National Scholastic Art Awards: 10 Gold Key winners, 15 Silver Key winners, 38 Honorable Mentions
- Two MHS students won Gold Key Scholastic Writing Awards
- Four boys and 16 girls qualified for the state honor choirs in grades 4-5-6
- 15 students participated in the middle school level state honor choirs

ATHLETICS

- Boys Golf won second place at the Class AAA state tournament
- Senior Ben Sigel placed second as an individual in the Boys Golf state tournament and was named Mr. Golf 2017
- Girls Track and Field team won the 2017 Minnesota State True Team Class AAA Championship
- Boys Tennis won the Class AA state championship
- Girls Cross Country competed in the Class AA state championship meet
- Girls Soccer won the Section 2AA title and competed in the state tournament

- Girls Alpine Ski team competed in the state meet
- Boys Alpine Ski team won the state championship
- The Skippers competed in the Class 6A State Football tournament, its third appearance in school history
- Girls basketball qualified for state for the second year in a row
- Wrestling qualified for state for the second year in a row
- Adapted Bowling won the ASD Team State Championship
- Girls gymnastics qualified for state
- Girls Swimming and Diving qualified for the state meet
- Boys Swimming and Diving won the True Team and State Championships; the 200-yard medley relay team broke the national public high school record
- The Varsity Competitive Cheerleaders became the first Minnesota team to win two UCA national titles in a year
- Bella Lambert won the 2016 Class AA singles state championship in tennis
- Boys Cross Country: Brothers Matt and Adam Wilkinson competed in the state meet
- Tres Green, Carter Heikkila and Jordan Schuster competed in the state Nordic Ski meet
- Twenty student athletes in the Class of 2017 signed National Letters of Intent for college athletics

SERVICE

- 337 students earned President’s Volunteer Service awards, reporting 48,487 hours of service locally and globally
- 20 MHS students earned varsity letters in community service
- Six students earned Prudential Spirit of Community Awards



Boys Alpine Skiing Won the State Championship



"Titanic" won 26 Spotlight Awards, including Outstanding Overall Production of a Musical

- Ariana Feygin was named a *Top Middle Level Youth Volunteer* in the Prudential Spirit of Community Awards program
- Heart Week raised \$41,000 for Minnetonka Family Friends
- Jessica Larsen won the Rose Rees Peace Award

STAFF ACHIEVEMENTS

- Minnetonka was named one of the "Best Communities for Music Education" by the National Association of Music Merchants (NAMM) Foundation
- Erik Sill was Minnesota MBITE 2016 Teacher of the Year for Outstanding Contributions to Business Education

by a Secondary Business Teacher

- Football coach Dave Nelson was inducted into the Anoka High School Hall of Fame
- Excelsior Elementary's Alison Alowonle was a finalist in the Minnesota Teacher of the Year program
- Minnetonka was named District of Distinction by *District Administration* magazine for the Minnetonka Research innovation work
- Minnetonka teachers logged 1,822 registrations for summer learning opportunities, the majority of which were professional learning experiences led by Minnetonka teacher leaders and administrators

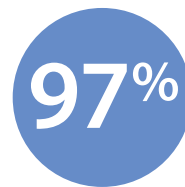
PARENT SURVEY



of parents rated the education provided by the Minnetonka School District as excellent (76%) or good.



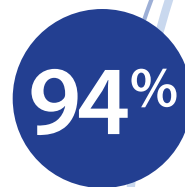
of elementary school parents and 95% of middle and high school parents say they would recommend their child's school to others.



of parents say the quality of education has increased or remained exceptional in the past five years.



of parents say the principal of their child's school is accessible.



of parents are satisfied with the education in math, science, language arts, and social studies.



Bella Lambert won the Class AA singles state championship

Serving the Needs of All Learners

Michelle Ferris, Executive Director of Student Support Services

Wilson Reading Systems is an evidence-based intervention that Minnetonka School District has implemented for students with significant language disabilities, such as dyslexia. We are now in the second year of our work with Wilson Reading Systems programs, which features research-based, systematic and multisensory structured language curricula to help students with reading and language needs succeed. Our goal is to guide students in learning to read step-by-step, starting with the basic structure and rules of language and then building to more advanced lessons over time.

Through this work, we have seen great transformation in students' lives. We are giving them critical tools to read and write, building confidence, and empowering them to achieve. The instructional principles help learners gain literacy skills and provide a common framework for those who need further intervention. Our highly trained reading specialists and special educators, along with insights and input from our students' teachers and principals, guide us in providing individual recommendations based on specific assessments.

Wilson's programs include Foundations®, designed to build foundational literacy skills for struggling or at-risk readers in grades K-3; Just Words®, for students in grades 4-12 who are decoding and encoding below grade level; and Wilson Reading System®, for students in grades 2-12 who are not making sufficient progress in their current intervention or who may require more intensive instruction due to a language-based learning disability, such as dyslexia. We have trained 61 staff across the District in Wilson Reading programs, and as we expand our Wilson programming, we are now piloting Foundations.

We work closely with families throughout the process and value our parent partnerships, encouraging parental involvement in developing literacy skills. For every child, home activities that foster development of vocabulary and comprehension skills make a difference. We know that when parents read aloud to their children and have discussions about the meaning of the text, children are exposed to more advanced concepts. Encouraging children to speak up, express themselves, and think critically also helps in that it develops oral and mental skills that can later be translated into writing and composition abilities.



About Student Support Services: The Department of Student Support Services works to ensure the necessary supports and interventions for all students through Special Education, Section 504, English Language Learner programming, and Response to Intervention's Multi-Tiered Systems of Support for academics and behavior. Through screening assessments and evaluation, evidence-based practices to support students' learning needs are put into place. School providers, including special educators, reading specialists, school psychologists, counselors, social workers, and building leadership teams, along with the students' classroom teachers, collaborate on student needs, direct instruction and high leverage interventions for individual student growth and learning.

New Counseling Model Inspires a Personalized Pathway to Success for All Students

Eric Schneider, Associate Superintendent

Minnetonka's school counselors have always focused on personalized relationships with students and families. Now, with the introduction of several Naviance Family Connection tools at the middle school level, counselors will engage students and families in important conversations about student strengths, interests, and personalized pathways to success.

Through Family Connection, Minnetonka families will have the opportunity to review and discuss student results on several insightful assessments—Interest Inventory (grade 6), Strengths Explorer (grade 7) and Career Key Assessment (grade 8)—to gain better insight into their interests, talents and how they learn best. With a comprehensive profile at their fingertips on the Family Connection website, students will have one more way to

personalize their experience in Minnetonka while preparing to make important decisions about their academic future.

This year, school counselors will lead important individual and small group discussions to help students interpret assessment results. Families of middle school students will receive helpful communication on this new model during the year, including ideas for sparking conversations at home. In time, our eighth graders will bring a full profile to the table as they map a very personalized, four-year high school plan—one that considers strengths, interests, and college and career goals.



Preparing the World's Best Workforce: Summary Report

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

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

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

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

- All children are ready for school.
- All third graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students graduate from high school.
- All students are ready for career and college.

Systems Goals and Support

In 2015, the Minnetonka School Board adopted a two-year goal on the Minnetonka Instructional Framework. The goal was to align 21st Century skills with authentic, real-life experiences and global perspectives, technology integrations and personalized learning in order to create well-developed graduates. In 2016, that goal was renewed and refined to consider the following items:

- Development of personalized pathways to success (E-12)
- Development of parent education tools to identify and nurture students' strengths, interests and skills
- Guidance support for student selection of courses and activities
- Understanding of student needs
- Leverage best practices of current programs
- Evaluation of marketplace and skillset needs of employers

The Teaching and Learning Department responded to this goal through two platforms: the Minnetonka Instructional Framework and the school counselor department review. This Framework provides the road map for creating a

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District Advisory Committee 2016-17 School Year

Greta Cutts
Student

James Donald
Teacher

Ann Hanstad
Teacher

Paule Hocker
Parent, Community Member

Stephanie Johnson
Parent, Community Member

Bryan McGinley
Principal

John Powers
Parent, Community Member

Anne Redfern
Teacher

Matt Rega
Parent, Director of Assessment

Pete Rogan
Parent, Community Member

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Eric Schneider
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Parent, School Board Member

Steve Urbanski
Director of Curriculum

Rhonda Van Bergen
Parent, Community Member

Cort Vandlik
Student

Robb Virgin
Assistant Principal

Sara White
Director of Teacher Development

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personalized learning environment that emphasizes both academic excellence and 21st Century skill development. Teachers were trained in the strategies articulated in the Framework. The Guidance and Counseling review also addressed many of the goals, including identification of strategies and processes for students to develop personal goals and educational plans, development of an e-portfolio model, and connection of the academic program to the marketplace and skillset needs of employers.

In addition to the focus on the Framework, a District leadership team, including principals, teachers, and the Director of Assessment, continued their work to address the needs of struggling students who have been identified with barriers to their learning. Each site created action plans of specific research-based interventions and made significant progress on their goals. Additionally, a district-wide program to address the specific needs of students with language-based learning disabilities, such as dyslexia, was implemented in 2016-17.

The 1:1 iPad program serves all students grades 5-12. Rather than focusing on the device, technology instructional coaches

Professional development supported teachers in developing new strategies to engage students in deeper learning.

supported teachers in using the technology to assess and provide feedback to students in real-time. They supported teachers in using technology to personalize learning, and to address 21st Century skills: collaboration, communication, creativity, critical thinking, and global perspectives.

With their teacher instructional coaches and their PLCs, teachers identified the

essential learnings for their content and grades, analyzed these learnings through common assessments, and developed strategies to ensure high levels of learning for all students.

Teacher and Principal Support

Minnetonka was one of the first districts to adopt Minnesota's Q-Comp program which provides performance-based compensation for teachers tied to student achievement goals. Now in year twelve, Minnetonka teachers have two measures of student achievement within the Q-Comp program: site and professional learning (PLC) goals. Principals collaborated with their teachers to set ambitious school and PLC goals in 2016-17.

Three elementary schools, both middle schools, Minnetonka High School, and Minnetonka Community Education Center met their site student achievement goals.

Over 90 percent of PLCs met their individual goals, ensuring high levels of learning for their students.

The Minnetonka Teacher Evaluation Growth Model goes beyond classroom observations to evaluate teachers on both student engagement and achievement. Teachers set learning goals based on their specific group of students. These goals are developed in collaboration with their professional learning communities by focusing on essential learnings in their department and/or grade level and identifying the appropriate assessment to measure that learning. Teacher Instructional Coaches and administrators supported teachers in analyzing data, both formative and summative, to identify needs areas. Coaches also worked with teachers to develop strategies specific to those needs.

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

Student-Focused Excellence

Minnetonka Public Schools has a comprehensive assessment portfolio to evaluate student progress toward meeting

state and local academic standards. Depending on the age level and programs students are enrolled in, these assessments guide teachers in meeting the needs of their students:

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

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

In 2016-17, the World's Best Workforce legislation expanded to include Gifted and Talented Education and Access to Excellent and Diverse Teachers. The Minnetonka High Potential Program serves students through a wide array of programs that fall into two main categories: Academically Advanced and Intellectually Gifted. The identification tools and processes for each program depend upon and align to the purpose of each program, the exceptional strengths of the students served, and goals of the service provided. Minnetonka Public Schools has an extensive and consistent process that is used district-wide to select, hire, and evaluate teachers. Through the use of this process, the District maintains a consistent distribution of quality teachers across the district to ensure that all of its teachers meet the same levels of proficiency.

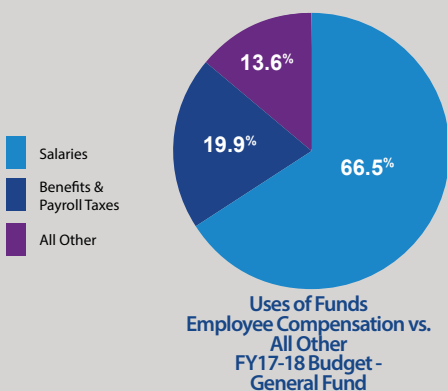
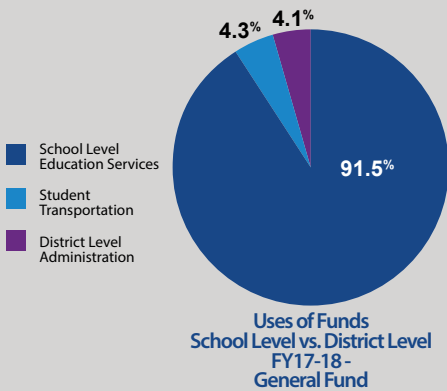
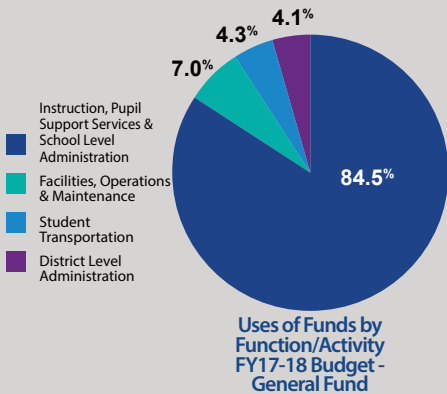
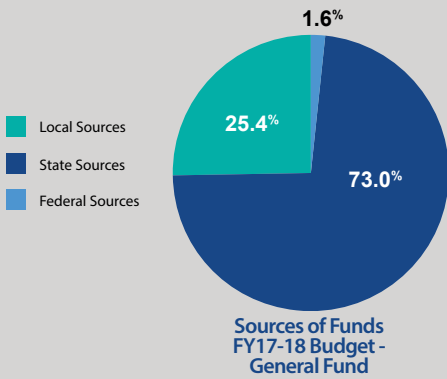
Goals and results for World's Best Workforce

	2016-17 Goals	2016-17 Minnetonka Results	2016-17 Statewide Results
All children ready for school.	<p>The number of students enrolled in preschool in 2016-17 will increase by 3% compared to the same time period in 2015-16.</p> <p>The number of students enrolled in ECFE in 2016-17 will increase by 10% compared to the same time period in 2015-16.</p>	<p>The number of students enrolled in preschool in 2015-16 was 312. The number of students enrolled in preschool in 2016-17 at the comparable time was 321, a 3% increase.</p> <p>The number of students enrolled in ECFE in 2015-16 was 180. The number of students enrolled in ECFE in 2016-17 at the comparable time was 210, an increase of 17%.</p>	Not available.
All students in third grade achieving grade-level literacy.	By June 1, 2017, 79.6% of students in Minnetonka Public Schools in Grade 3, will meet or exceed proficiency on the MCA-III Reading, an increase of 2% over 2016 rates. In 2015 on the MCA-III Reading assessment, 77.6% of Minnetonka Public Schools students met this goal.	Of 784 students in Grade 3 who took the MCA-III, 602 met or exceeded proficiency, 76.8%.	Statewide, 56.5% of students in Grade 3 who take the MCA-III met or exceeded proficiency.
Closing achievement gaps.	<p>To close the proficiency gap in reading by 2019, 74.6% of non-white students will be proficient on the MCA III in Reading in 2017. This will narrow the gap in proficiency from 9.2% to 7.2%.</p> <p>To close the proficiency gap in math by 2019, 73.2% of non-white students will be proficient on the MCA III in Math in 2017. This will narrow the gap in proficiency from 10.8% to 9.8%.</p>	<p>Of the 919 non-white students who took the MCA III in Reading, 685, or 74.5%, were proficient. The proficiency gap dropped to 8.1%.</p> <p>Of the 912 non-white students who took the MCA III in Math 680, or 74.6%, were proficient. The proficiency gap dropped to 7.2%.</p>	<p>Of the 143,067 non-white students who took the MCA III in Reading, 59,945, or 41.9%, were proficient. The proficiency gap is 26.9%.</p> <p>Of the 141,943 non-white students who took the MCA III in Math, 56,188, or 39.6%, were proficient. The proficiency gap is 28.0%.</p>
All students career- and college-ready by graduation.	By June 1, 2017, 70% of Minnetonka 2017 graduates will be ready for college level coursework in all four areas (English Composition, Algebra, Social Science, & Biology) as determined by the ACT. Of Minnetonka 2016 graduates, 68% met this target.	Of the 641 Minnetonka graduates who took the ACT, 449 were considered college-ready, 70.0%.	Of Minnesota graduates who took the ACT, 31.0 percent were considered college-ready.
All students graduate.	The 4-year graduation rate for Minnetonka High School students as determined by the Minnesota Department of Education will increase from 95.5% in 2015 to 95.6% in 2016.	As determined by the MDE, 96.1% of MHS students graduated in 2016. Graduation rates as determined by the MDE are available in the fall of the year.	In the state of Minnesota, 82.2% of students in the class of 2016 graduated in 2016.

Prudent Financial Management

Being responsible stewards of taxpayer funds is a critical role of the Minnetonka School Board, and board members take great pride in this, looking to taxpayers for support only as a last resort. In Minnetonka, state funding makes up 73% of the annual operating budget, federal funds account for 1.6%, and 25.4% is local funding. Of the 25.4%, nearly half is voter-approved referendum funding; the other local levies are based on formulas set in statute and approved by the School Board.

The Minnetonka School Board has worked diligently over the years to keep property tax levies as low as possible, and some years have had no increase. The School Board has done numerous refinancing and restructuring of capital bonds to lower interest rates and spread the cost of capital over the life of the assets to the benefit of taxpayers. This has resulted in significantly lower annual bond payments, which, in turn, has translated into lower property tax levies than would have otherwise been possible.



District General Fund	Unaudited Actual 2016-17	Adopted Budget 2017-18
Beginning Assigned Fund Balance	\$2,257,724	\$2,763,305
Beginning Unassigned Fund Balance	\$14,849,544	\$17,030,824
Revenue	\$113,740,157	\$117,301,876
Expenditures	\$111,240,035	\$115,117,469
Difference	\$2,500,122	\$2,184,407
Transfer from Operating Capital	445,061	—
Transfer to Operating Capital	(258,323)	(271,924)
Ending Assigned Fund Balance	\$2,763,305	\$1,643,915
Ending Unassigned Fund Balance	\$17,030,824	\$20,062,698
Unassigned Fund Balance %	15.3%	17.4%
Student Enrollment	10,451	10,650

Per-Pupil Spending

Through careful planning and efficiency, Minnetonka spent \$526 less per pupil than the state average in 2015-16 and \$955 below the spending average for six neighboring districts.

2015-16*	Cost Per Pupil	Ranking
Minneapolis	\$15,648	11
St. Paul	\$15,051	16
Hopkins	\$12,281	60
Eden Prairie	\$11,998	71
St. Louis Park	\$11,980	75
Edina	\$11,574	92
State Average	\$11,279	—
Anoka	\$11,258	114
Wayzata	\$11,150	120
Minnetonka	\$10,753	150

*MDE Profiles. Most recent comparable data available.

Consolidated Financial Statement

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

The District is in the second year of a 10-year financial plan following the 2015 referendum. Therefore, revenues are budgeted to exceed expenses for fiscal year 2017. This will allow the new voter-approved referendum funding to be stretched over multiple years as promised to voters.



District General Fund	2016-17 Actual Amounts	2017-18 Budget Amounts	2017-18 % of Total
REVENUES			
Property Taxes	\$25,947,471	\$26,650,298	22.7%
Earnings on Investments	69,091	145,000	0.1%
Other	2,476,840	2,951,578	2.5%
Local Sources	28,493,402	29,746,876	25.4%
State Sources	83,468,871	85,679,735	73.0%
Federal Sources	1,777,891	1,875,264	1.6%
Total Revenue	\$113,740,164	\$117,301,876	100.0%
EXPENDITURES			
School Level Administration	\$3,071,582	\$3,138,645	2.7%
Elementary & Secondary Regular Instruction	63,590,580	66,301,444	57.6%
Vocational Education Instruction	851,540	722,599	0.6%
Special Education Instruction	16,707,425	18,084,774	15.7%
Instructional Support Services	5,318,508	5,740,937	5.0%
Pupil Support Services	3,421,487	3,323,769	2.9%
Sites & Buildings	7,022,578	6,847,195	5.9%
Fiscal & Other Fixed Cost Programs	1,363,562	1,212,858	1.1%
District Level Administration	739,207	758,953	0.7%
District Support Services	4,442,508	3,981,395	3.5%
Transportation	4,382,395	5,004,900	4.3%
Total Expenditures	\$111,240,035	\$115,117,469	100.0%
Net Change in Fund Balance	\$2,500,122	\$2,184,407	
FUND BALANCE			
Beginning of Year	\$17,107,268	\$19,794,128	
Transfer from Operating Capital	445,061	—	
Transfer to Operating Capital	(258,323)	(271,924)	
End of Year	\$19,794,128	\$21,706,611	

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

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

Finance Advisory Committee

Community Members

- Pat Schmidt
- Brian Larson
- John Groton
- Deirdre Keller
- Paul Borowski
- Peter Polingo
- Michelle Seets
- Matt Chapman
- Brad Honey

School Board Representative

- John Holcomb

District Administration

- Dennis Peterson
- Paul Bourgeois
- Melissa Hallman
- Bridget Merrill-Myhre



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The World's Best Workforce Annual Report is required by statute.

This report is prepared and paid for by Minnetonka Public Schools, ISD #276.

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