



MINNETONKA PUBLIC SCHOOLS 2015 Annual Report



INNOVATE. INSPIRE. EXCEL.

2015-16 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: Align 21st century skills with authentic, real-life experiences and global perspectives, technology integrations and personalized learning in order to create well-developed graduates.

GOAL 2: Deep implementation of strategic programs including VANTAGE, TONKA Online, Language Immersion, Tonka <CODES>, math and science extended curriculum, and experiences to meet the needs of upcoming Minnetonka High School students.

GOAL 3: Meet the educational requirements of all students and ensure the financial stability of Minnetonka Public Schools.



Charlie Kanan
School Board Chair



Pam Langseth
School Board Vice Chair



John Holcomb
School Board Treasurer



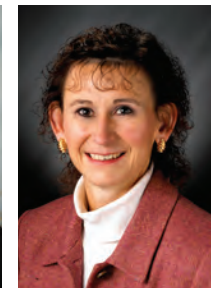
Lisa Sumner
School Board Clerk



Heidi Garcia
School Board Director



Lisa Wagner
School Board Director



Karen Walkowski
School Board Director

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.



Minnetonka alumni are the visible measure of our success.



Superintendent's Message

IMAGINING THE MINNETONKA THAT IS VERSUS THE MINNETONKA THAT COULD HAVE BEEN



Minnetonka Public Schools has earned a reputation for educational excellence. Repeatedly on parent surveys, 98 percent rate our schools as excellent or good, and Minnetonka leads the Metro as a District of choice. What parents most value are the variety of programs, broad curriculum, and excellent teachers who inspire every child to grow and exceed their own expectations. According to realtors, our highly sought-after schools are the primary factor for families who purchase homes in our community.

In 2015, our District is thriving! It is a far different story than what might have happened without addressing the declining enrollment that was projected a decade ago.

Since 2005, our planned enrollment growth strategy has brought in added revenue for one singular purpose: to provide our resident students a high-quality education. By all accounts, our strategy has been successful.

The key factors that changed the trajectory of the District date back to strategic decisions made in 2005 and 2007:

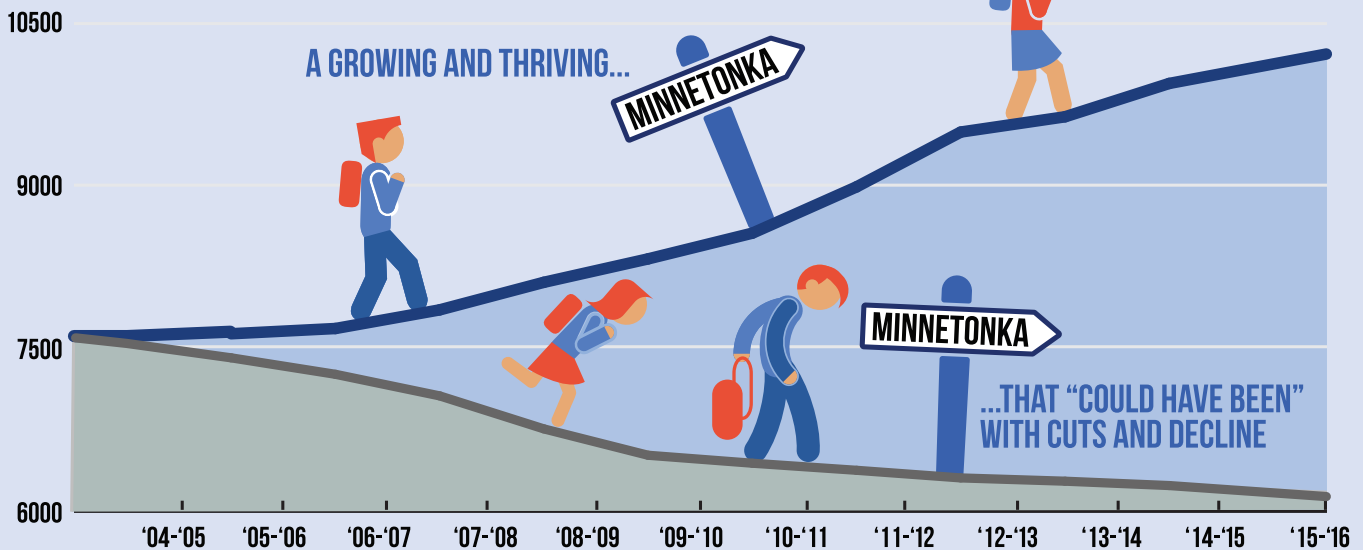
- Structural budget reductions to end an era of budget-cutting
- Planned enrollment growth to generate revenue
- Innovative programs and expanded opportunities for students
- Attracting high-quality teachers and leaders

Open enrollment now generates \$19 million in state aid to the District per year, but it costs only \$7 million to educate the open enrolled students. The remaining \$12 million has afforded more opportunities for resident students in our District. In fact, we received more revenue from open enrollment than our taxpayers paid for the current operating levy this year (\$13,300,983).

Without the added student revenue, the “Minnetonka That Could Have Been” would have forced the closure of at least two elementary schools and one middle school and the smaller high school would have far fewer course opportunities. Deephaven and Groveland, Scenic Heights and Clear Springs, MME and MMW would have been combined. Closing schools would have been divisive and traumatic for the entire community. Schools would have been very crowded and class sizes would have grown to 30-40. Unhappy with the conditions, many families would have either enrolled elsewhere or moved away. In either case, losing students would have caused a downward spiral with lost revenue and more cuts in programs, services and staff. Circumstances would have depressed the housing market, deterring families from buying homes in the District. This scenario has already played out in some Metro districts.

The synergy between enrollment growth and stable funding has allowed the District to provide a higher quality education. We are proud to report all-time-high student achievement at every level. It is a direct result of the excellent staff, variety of programs, and personalized learning afforded to every child in our District. However, we also need to be aware that we could return to that negative path if the referendum fails or other traumatic events change the course the District has taken.

A TALE OF TWO MINNETONKAS



OUR LEARNERS ARE PREPARED TO THRIVE



Bastien Ibri (top) and Kelvin Loke earned a perfect score of 36 on the ACT exam.



Maddie Hoffmann, now enrolled at Yale, was a National AP Scholar and IB Diploma recipient.

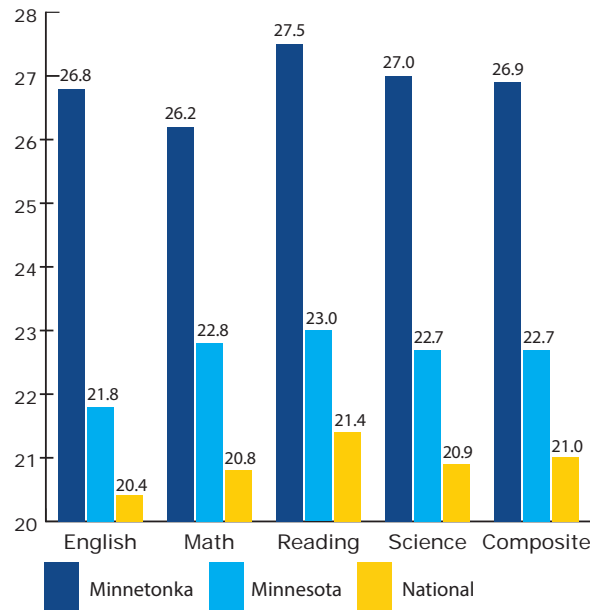


Kelsey Crow, now enrolled at Cornell, was a National AP Scholar.

CLASS OF 2015

ACT All-Time-High Average Score

ACT SCORES BY SUBJECT



26.9 was the average ACT score for the Class of 2015, the **highest ever** for Minnetonka High School.

33.2 was the average ACT score for the **Top 100** students.

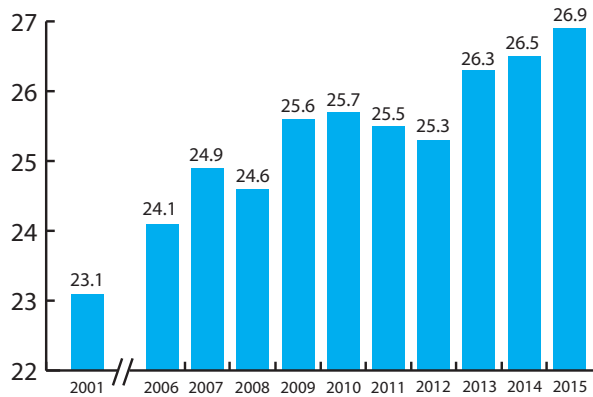
31.8 was the average ACT score for the **Top 200** students.

29.6 was the average ACT score for the **Top 400** students.

90% of graduates are **ready for college-level coursework** in English.

ACT AVERAGE SCORES

(Test scores by MHS graduating class)



WHY ACT MATTERS

For students, the ACT is often a key to opening doors to their future. Most colleges and universities use ACT scores to make admissions, scholarship and financial aid decisions. Students with higher ACT scores have more opportunities for post-secondary education. Substantial research also concludes that a strong ACT score is vitally important to future economic prosperity.

For Minnetonka High School, the ACT is also a critical measure of effectiveness. Certainly, not all efforts to develop outstanding citizens can be measured on the ACT, but that doesn't negate its importance. The improved ACT score over the last 15 years is a direct reflection of intentional study and effort to provide Minnetonka students a world-class education. The record-setting average ACT score will benefit not only the student. At a societal level, increasing educational achievement makes our future workforce more productive, and our country more competitive in a global economy.

CLASS OF 2016

National Merit Semifinalists and National AP Scholars

Congratulations to nine Minnetonka Class of 2016 National Merit® Semifinalists and nine National Advanced Placement (AP) Scholars, at right, who earned these honors based on results from PSAT and AP exams completed during their junior year.

As the level of achievement rises in the District, so does the number of students earning AP Scholar designations. The table below illustrates the dramatic increase since 2007 and pages 6-7 list all 2015 scholars.

Today, Minnetonka High School offers 24 AP courses. In 2006, 917 AP exams were administered; in 2015, that number rose to 2,565 with a passing rate (scores of 3 or higher) of 84.4 percent.

	National AP Scholar	AP Scholar with Distinction	AP Scholar with Honor	AP Scholar
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



[From L-R] (Row 1): Clare Adams, Gianna Anderson, Alexa Bussman, Nagu Chidambaram
 (Row 2): Ari Conati, Samuel Hebeisen, Jackson Kruger, Alexis Locsin
 (Row 3): India Nelson, Benjamin Ogilvie, Christopher Park, Samuel Peters
 (Row 4): Sabrina Rivas, Arjun Viswanathan

Minnetonka Students: Internationally Competitive

In March 2015, Minnetonka participated in The Programme for International Student Assessment (PISA), a triennial international survey which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students. The Organisation for Economic Co-operation and Development (OECD), which administers the exam, selected a random sample of sophomores from Minnetonka High School for the study. So this Minnetonka group is a balanced cross-section of students.

The OECD ranks the world's economies according to the results. In analyzing local results, Minnetonka leaders were pleased to see that Minnetonka students scored among the top in the world—second only to Shanghai, and surpassing Singapore, Japan, Korea and Finland (often touted by Minnesota leaders as a model for education).

READING		MATH		SCIENCE	
SHANGHAI	570	SHANGHAI	613	SHANGHAI	580
MINNETONKA	557	MINNETONKA	573	MINNETONKA	569
SINGAPORE	542	SINGAPORE	573	SINGAPORE	551
JAPAN	538	KOREA	554	JAPAN	547
KOREA	536	JAPAN	536	FINLAND	545
FINLAND	524	FINLAND	519	KOREA	538
CANADA	523	CANADA	518	CANADA	525
GERMANY	508	GERMANY	514	GERMANY	524
UNITED KINGDOM	499	UNITED KINGDOM	494	UNITED KINGDOM	514
UNITED STATES	498	UNITED STATES	481	UNITED STATES	497
MEXICO	424	MEXICO	413	MEXICO	415
BRAZIL	410	BRAZIL	391	BRAZIL	405

STUDENT SPOTLIGHT ANDREW SALMON

Andrew Salmon '15 is familiar with what he calls, "high-pressure, high-yield situations." By the end of high school, he had completed 13 AP courses and sat for as many exams. His mastery of AP topics across multiple disciplines, fluency in three languages, and enrollment at the University of Toronto, Canada, earned him an **AP International Diploma**.

Andrew credits a lot of his success to participation on the Debate Team since middle school. As a senior, he was team captain and state qualifier in the Lincoln-Douglas format. "Mr. Van Dyke helped me develop the skills I needed to speak better, develop better arguments and think quickly on my feet," Andrew said. "Debate also helped my writing, whether I was asked to be creative or write persuasive papers in English."

"I believe it's important to follow interests that will help you achieve," says Andrew. "Discover what you want to do... and the success will follow."

Beyond academics and debate, Andrew was a *Breezes* staff member, Backpack Tutor and volunteer at a dog shelter. "It was great therapy from stress." Andrew also worked part-time at a Chinese restaurant where he practiced his language skills with staff and customers.



National AP Scholars

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

CLASS OF 2015

Isabella Armour, Cooper Birkland, Jack Bitney, Brady Bunkelman (*awarded in 2014*), Kelsey Crow, Kelly Endres, Tracy Geng (*awarded in 2014*), Samuel Gilk, Ali Goldberg (*awarded in 2014*), Marshall Heitkamp (*awarded in 2014*), Elizabeth Hilgemann, Madeline Hoffmann (*awarded in 2014*), Bastien Ibri (*awarded in 2014*), Reid Johnson (*awarded in 2014*), Brett Kleist (*awarded in 2014*), Justin Kleist (*awarded in 2014*), Benjamin Kosvic (*awarded in 2014*), Jason Linn, Kelvin Loke (*awarded in 2014*), Joshua McGrath, Alec Mckee, Maxwell Melin, Alise Mintz, Lisa Moors, Connor O'Brien (*awarded in 2014*), Ryan O'Connor, Abigail Olson, Jackson Pomroy, Joseph Rosicka, Adam Scow, Andrew Sibley, Megan Socha, Ryan Vashaw, David Wang, Ry Wiese, Matthew Zeman

CLASS OF 2016

Alexa Bussmann, Nagu Chidambaram, Ari Conati, Samuel Hebeisen, Jackson Kruger, India Nelson, Benjamin Ogilvie, Samuel Peters, Arjun Viswanathan

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 five or more AP exams.

CLASS OF 2015

Katherine Anderson, Cailyn Bade, Brooke Benkovich (*awarded in 2014*), Madeleine Brown, Kate Busch, Claire Carter, Eli Chez-Shaw, Kirby Crow, William Czerwinski (*awarded in 2014*), Koby Dejewski, Anna Erickson, Jonathan Everett, Alicia Falk, Jenna Fester, Thomas Fordyce, Danielle Fuecker, Tracy Geng, Benjamin Gerton, Hannah Grauze, Eric Gutierrez, Charles Harris, Matthew Heinen, Matthew Heldt, Nicollet Hershers (*awarded in 2014*), Thomas Hersman, Kathleen Hoeting, Bennett Holmgren, Cole Hugo, Scott Kaye, Hunter Kelly, Jennifer Kiefer, Madeline Klaymat, Jonathan Kleist (*awarded in 2014*), Melanie Klemond, Nicholas Leisen, Alicia Lhotka, Hayley Lhotka, Grey Liedtke, Georginia Lowden, Ryan Malloy, Rachel Marks, Nicholas Mattiacci (*awarded in 2014*), Alec McElhinny, Erin McGinnis (*awarded in 2014*), Jason Melander, Bailey Melz, Thomas Meyer, Gregory Moore, Joann Moors (*awarded in 2014*), Scott Moser (*awarded in 2014*), Meredith Nesbitt (*awarded in 2014*), Hayley Noack, Brock Noonan, Javidan Odqan (*awarded in 2014*), Shenelle Perera, Rachel Pierstorff, Morgan Pocock (*awarded in 2014*), Mollie Pohlad, Jake Radke, Adam Reiskytl (*awarded in 2014*), Jacob Reiss (*awarded in 2014*), Sarah Rogers, Elena Rolseth, Jack Ross, Anna Rupp, Jacob Siegel (*awarded in 2014*), Hannah Simmons, Karina Smiley, Jacob Stolar (*awarded in 2014*), Sophia Tabat, Michael Trebisovsky, Katelyn Truex, Grant Uecker, Kendall Van Home, Elyse Wanzenried (*awarded in 2014*), Anna Weber, Cole Weber, Parker Whitton, Carolyn Wilson, Rachel Winton, Andrew Zander, Michael Zimmerman

CLASS OF 2016

Clare Adams, James Agan, Benjamin Akre-Fens, Grace Allen, Lauren Aller, Gianna Anderson, Alanna Anglum, Guillermo Angulo Alegria, Jack Arriola, Ian Bush, Adrienne Carr, Gavin Celichowski, Jade Dill, Riley Donlin, Wallace Estenson, Austin Haag, Annika Hansen, Hannah Hedstrom, Hannah Heitkamp, Cristina Jones, Taylor Josephs, Sean Kvidera, Alexis Locsin, Madeline Luehr, Gunnar Maples, Kendall McDaniel, Cyrus Nourae, John Obermiller, Noah O'Brien, Josephine O'Donnell, Christopher Park, Kristen Quaglia, Sabrina Rivas, Maisie Rossi, Elizabeth Schmitz, Sierra Schultz, Leonardo Segal, Riley Sester, Rose Slater, Nathan Steckman, Mitchell Terrell, Charlotte Thomasson, Gregory Traxler, Nina Wagner, Duncan Ward, Destiny Weaver, David Weinberg, Zachary Werley, Elijah Wieberdink, Webster Wing, Kyle Wipf (*awarded in 2014*)

CLASS OF 2017

Martha Barnard, Patrick Brady, Marco Conati, Joseph Cutts, Lindsey Dobbins, Carl Ell-Egermeier, Burton Hedstrom, Adam Hodapp, Elise Johnson, Ethan Li, Edward Mahoney, Kenna McRae, Sadie Olson, Lauren Otolski, Isaac Schrof, Trevor Seets, Sky Sotto, Jessica Wang



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 four or more AP exams.

CLASS OF 2015

Paul Afflitto, Christina Babcock, Adam Baker, Thomas Bissen, Nicholas Bushway, Kevin Chen, Matthew Dille, Taeya Erani, Iselin Erickson, Tyler Falkum, Emily Fisher, Samuel Flemmer, Bennett Hersman, Zachary Hill, Evelyn Hofmeister, Charles Hurrell, Cole Juntunen, Lucinda Kearney, Ryan Keller, Emily Lecy, Isabella Loosbrock, Rylie McDonell, Michael McGonigle, Joseph Millard, Maxwell Narr, Thomas Nicholson, Elizabeth Remer, Shane Rieder, Kristen Rutschke (*awarded in 2014*), Jonah Salita, Andrew Salmon, Sarah Schmoller, Colin Schrof, William Schulenberg, Nika Sepehri, Caroline Shelquist, Andisheh Shirvani, Bryan Siefering, Harrison Smith, Zoe Stockard, Emily Sumner, Gabrielle Talisman, Kai Tang, Emily Thompson, Rebekah Thoresen, Samantha Topp, Elizabeth Vaala, Eric Van Camp, Anne Watkins, John Watkins, Peter Weiss, Sydney Wicklacz, Julie Zumsteg

CLASS OF 2016

Alissa Antilla, Heming Bai, Vail Baumer, Jane Borstad, Daniel Charpentier, Liam Connery, Serena Curran, Alex Dinndorf, Shane Ennenga, Kathryn Gray, Laura Hamilton, Lilian Jaeger, Tara Johnson, Ivy Khong, Mason Kiffmeyer, Smetana Larson, Grace Moore, Jacob Orlovsky, Samuel Patten, Markus Paulson-Luna, Peter Pfankuch, Avery Pilot, Molly Pitzele, Ian Porter, Anna Rice, Erik Rude, David Rupp, Nicolas Schaer, William Schmid, Eric Schneider, Shanti Stender, Justin Synsteliien, Peter Vandyke, Zoe Vogel, Kevin Wilson

CLASS OF 2017

Anna Barnard, William Graupmann, Jacob Hermann, Emily Kasprick, Dylan Kiefer, Corey Lau, Peter Linden, Fiona O'Connell, Jack Queenan, Sydney Smith, Rebecca Tran, Matthew Wilkinson, Kathryn Woods

AP Scholars

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

CLASS OF 2015

Nathan Abzug (*awarded in 2014*), Anthony Adamek (*awarded in 2014*), Elizabeth Adams, Delaney Ambrosen (*awarded in 2014*), Leah Anderson, Matthew Anderson, Thomas Axelson, Hayley Banker, Jake Barnum, Joel Boulter, Emmett Breen, Kevin Brown, Clare Buckley (*awarded in 2014*), Mark Bunday (*awarded in 2014*), Jack Christianson, Jack Clark, Ryan Colesworthy (*awarded in 2014*), Patrick Cotter (*awarded in 2014*), Valerie Cross, Brynne Erb, Brianna Fitzpatrick, Hannah Froehling, Alexander Galvan, Emma Gerlicher (*awarded in 2014*), Tristan Green, Delaney Harnell, Hayley Hebert, James Henry, Elisabeth Hiebel, Meredith Hiebel, Cole Histon, Samantha Hopp (*awarded in 2014*), Matthew Host, Rachel Hubby, Cory Hummel (*awarded in 2014*), Robert Hunt, Sarah Jewett, Jacob Johnson, Lucas Johnson (*awarded in 2014*), Caleigh Joyce, Kelly Kapsner, Elizabeth Kohn (*awarded in 2014*), Brittney Leland, Peter Maple (*awarded in 2014*), Abigail Martinson, Connor McDonald, Niamh McIntosh-Yee, Justin Moes, Caroline Moore, James Morrison, Bridget Murphy, Motassem Nashawaty, Motaz Nashawaty, Alyssa Norby, Tyler Olson, Lauren Ondercin, Michael Oppedisano (*awarded in 2014*), Madeline Payne, Jared Praska, Weihao Qu, Nolan Rehman, Alexandra Roderick, Annika Samuelson (*awarded in 2014*), Michael Saunders, Anika Schenkel, Nicholas Schlichter, Delaney Schneider, Kenadie Schwegler, Hailey Scott, Anika Shah, Peter Stoltenberg (*awarded in 2014*), Trevor Susla, Alec Synsteliien (*awarded in 2014*), Elizabeth Thomas, George Usmanov, Pieter Vonsteinbergs, Nora Westman, Kateriina Wiita, Whitney Wilson, James Woodburn

CLASS OF 2016

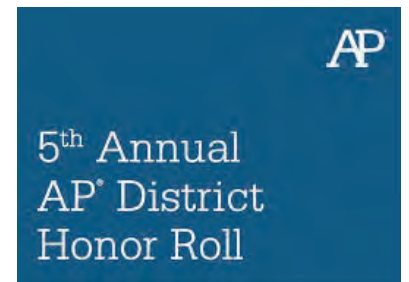
Summer Ahern, Paul Arnal, Daniel Balestri, Ava Barry, Daniel Bergseid, Mario Bertogliat, Jackson Denly, Adam Douville, Clayton Erhard, William Feldmeier, Megan Frame, Allyson Frank, Madelyn Goblirsch, Javier Gonzalez, Bradley Guild, Wyatt Holmes, Julie Huang, Kristine Jecha, Sarah Johnson, Katherine Kickhafer, Jake Kisch, Jacob Klein, Wyatt Koehler, Emma Leonovicz, Courtney Lesage, Kathlyn MacDonald, Emma Malina, William Meeker, Luke Meier, Allison Meyer, Brenna Molnau, Hannah Moore, Evan Morast, Meghan Muench, Blake Northrup, Mitchell O'Brion, Tyler Olds, Cecilia Ostergren, Laura Parnell, Jack Quirk, Logan Renninger, Robert Sadler, Andrew Schmidt, Maria Schrupp, Scottie Schwefel, Samuel Sigel, Katerina Silver, Robert Stemler, Anna Stepanova, Zachary Williams, Madeline Wilson, Samuel Woollums

CLASS OF 2017

Allen David, Tyler Allen, Grace Bonde, Matthew Burg, Andrew Dutton, Emily Fahlsing, Justyn Fine, Elliot Forst, Daniel Hebeisen, Miles Irmer, Sether Johnson, Isabel Larus, John Leppik, Alexander McFarland, Dalton Mecklenburg, Jordan Melz, Anna Mott, Matthew Muller, Max Musselman, Eleana Nordos, William O'Connor, Sarah Patridge, Ryan Peroutka, Marshall Quist, Mia Rogneby, Madeleine Sangma, Samuel Schini, Cecilia Stratton, Tillian Teske, Caitlin Vatland, Courtney Wassenaar, Benjamin Wiley, Selena Zingsheim

CLASS OF 2018

Derrick Loke, Morgan Robinson



Minnetonka has been recognized on the College Board's AP Honor Roll for achieving increases in access to Advanced Placement® courses for a broader number of students and maintaining or improving the rate at which AP students earned scores of 3 or higher on an AP Exam.



New AP Physics 1 Exam

73%

Minnetonka students earning a 3 or higher

37%

U.S. students earning a 3 or higher

Students in Dana Morrow's physics class at Minnetonka High School study velocity and motion.

Reimagining Physics Education in Minnetonka

INTERACTIVE DISCOVERY LEADS TO GREATER UNDERSTANDING, RETENTION AND SELF-CONFIDENCE, PLUS OUTSTANDING AP EXAM RESULTS

“You’ve been hired by Wile E. Coyote to capture the Road Runner,” begins Kim Hoehne, Minnetonka High School physics teacher. “Tomorrow, he’ll be driving through the Commons in a constant-velocity dune buggy. You can’t roll the boulder too early or he’ll see you. You have to roll it off the bridge and hit the buggy just as he is passing beneath. Go.”

This discovery-based teaching method, employed by Hoehne and a collaborative team of science teachers, is helping Minnetonka students develop critical thinking skills they can use to solve real-world physics problems. As a result, students are turning in exemplary results on the new, more rigorous Advanced Placement (AP) Physics 1 exam, administered for the first time in spring 2015. In Minnetonka, 73 percent earned a 3 or higher; in the U.S., that number was 37 percent.

The new exam emphasizes problem-solving, experiment design and application of science practices. “So rather than giving students the equation and worksheet, for example, we provide an inquiry-based lab so they can collect data, analyze it and then find the equation themselves. Research shows that if you allow students to make mistakes on their own, then find the solution, the learning is retained longer,” Hoehne said.

Martha Barnard ‘17, was one of the first students to follow a new Accelerated Science pathway in middle school, so she felt prepared to enroll in AP Physics as a freshman. “The class was really hands-on, very lab- and work-based,” explained Martha,

who also completed AP Physics C, Mechanics, through Tonka Online. “It was different from any other class I had taken and more fun—more rewarding—to spend time doing the steps and figuring it out. We did a lot of whole-class labs, which required constant communication. We learned a lot.”

At first, some students struggle with this hands-on approach to learning; however, Tonka teachers are intentional with lessons so students can adapt. “It is fun to see the growth and confidence they gain during the year,” Hoehne said.

In spring 2015, MHS students competed in the AAPT Physics Bowl, placing first in the 12-state region. As an individual, Martha placed second in the region and 93rd in the global contest. “Martha did well in Physics Bowl,” says Hoehne, “because she has learned to apply knowledge to answer questions, even if she hasn’t been formally taught all the material.”

Many students find physics as elusive as the Road Runner, but the hands-on learning can make all the difference. “Plan time to keep trying and solving problems,” recommends Martha. “If you get frustrated, the teachers are really accessible and ready to point you in the right direction.”



Martha Barnard '17

I Found it in IB

MINNETONKA HIGH SCHOOL STUDENTS FIND A COMMUNITY FEEL, COURSE FLEXIBILITY AND THE RIGHT FIT IN IB

Since MHS became an International Baccalaureate (IB) World School in 2004, hundreds of students have challenged themselves in one or more rigorous IB courses or fulfilled requirements for the full diploma. In 2006, 48 IB tests were administered to Minnetonka juniors and seniors; in 2015, that number rose to 968.

When you ask students why they pursue IB classes or the full IB Diploma, many begin by saying, “I was looking for...” and end with, “I found it in IB.”

A Smaller Community Experience

“I really enjoyed being around a tight-knit group,” Deneen Hanzlik ’15 said. “As students became more comfortable with one another, they came out of their shells by talking and sharing ideas. We didn’t just learn from a textbook, we were presented with material and required to develop our own conclusions.”

The Flexibility to Set Your Own Course

“IB gave me the flexibility to choose coursework based on my passions,” said Brynne Erb ’15. “Like biology? Take a two-year biology course. I took the two-year Spanish, history and English courses.”



Diploma candidates complete an extended essay—a 4,000-word research paper on a topic of interest. Some seniors submit the essay as part of their college applications. This project connects a student with an MHS teacher/mentor for several months. “My IB teachers mentored me and drove me to do the best I could; they wanted me to succeed and flourish,” Brynne said.

A Well-Rounded Skillset and Preparation for College

In IB courses, academic assessments can include written papers, oral presentations, laboratory work, artistic performances, portfolio reviews and timed writing. Students often comment, “You’re even required to write papers in math courses!” The Creativity, Action and Service goals for diploma candidates are woven through activities that promote arts and creative thinking, personal health, and volunteer service. For most students, successful completion of the full diploma program amounts to one full year of college credit.

A Learning Style that Fits

MHS underclassmen have a chance to explore the learning style they can expect in Advanced Placement (AP) and IB courses. They may choose an academic path that fits. “As a sophomore,” Brynne said, “I took American Studies and AP Chemistry. While I did well in both, AP wasn’t the type of learning that spoke to me. The style of teaching and connectivity in American Studies was the closest thing to IB that I could experience and that helped me make the decision.” Rachel Pierstorff ’15 agreed, “American Studies was just a great way to learn... history, art and English all pulled together.”

MHS is hosting IB informational meetings Feb. 4, 2016, open to prospective students and families.

IB DIPLOMA RECIPIENTS

Among the Class of 2015, 41 students earned IB Diplomas by completing the rigorous two-year program:

Jess Albers
Pavel Arkhipenkov
Hannah Bryant
Taeya Erani
Brynne Erb
Audrey Erickson
Pauline Ferre
Deneen Hanzlik
Sophie Harris
Ella Hennen
Maddie Hoffman
Eline Jacobs
Charlotte Knopp
Ben Kosvic
Kailee Kriegel
Ryan Malloy
Rachel Marks
William Marrujo
Olivia McConnell
Erin McGinnis
Greg Mello
Greg Moore
Joann Moors
Lisa Moors
James Morrison
Jena Nickolay
Cassie Pearson
Shenelle Perera
Weihaio Qu
Heidi Roster
Annika Samuelson
Sarah Schmoller
Karina Smiley
Ben Sosin
Samantha Topp
William Tuseth
Eric Van Camp
Elyse Wanzenried
Anna Weber
Erica Week
Samantha Wroblewski

Enrolled! The Class of 2015 is College Bound

THE CLASS OF 2015 SUBMITTED 3,241 TOTAL APPLICATIONS TO 439 COLLEGES AND UNIVERSITIES. THESE STUDENTS EARNED ACCEPTANCES FROM MORE THAN 350 INSTITUTIONS—FROM MAINE TO CALIFORNIA, MINNESOTA TO TEXAS, TORONTO TO LONDON—AND CHOSE TO ENROLL IN 184 DIFFERENT INSTITUTIONS LISTED BELOW.

98%
of seniors graduated

79%
attending four-year colleges and universities

40%
attending Minnesota colleges and universities

14
entered military service



- American University (1)
- Arizona State University (1)
- Art Institute of Colorado (1)
- Augsburg College (5)
- Augustana College (1)
- Aveda Institute Minneapolis (1)
- Barnard College (1)
- Baruch College of the CUNY (1)
- Baylor University (4)
- Belmont University (3)
- Bemidji State University (2)
- Berklee College of Music (1)
- Bethel University-MN (6)
- Biola University (1)
- Boston College (3)
- Boston University (1)
- Brigham Young University, Idaho (1)
- Brown University (1)
- California Lutheran University (1)
- California Polytechnic State University, San Luis Obispo (4)
- Carleton College (4)
- Carroll College (Montana) (2)
- Case Western Reserve University (1)
- Century College (1)
- Chapman University (1)
- Charleston Southern University (1)
- Cleveland Institute of Music (1)
- College of Charleston (1)
- College of Saint Benedict (3)
- College of St. Scholastica (1)
- College of William and Mary (1)
- Colorado School of Mines (1)
- Colorado State University (3)
- Columbia College Chicago (2)
- Community College of Denver (1)
- Concordia College-Moorhead (3)
- Concordia University at St. Paul (1)
- Cornell University (5)
- Creighton University (4)
- Crown College (1)
- Dartmouth College (1)
- Davidson College (1)
- Daytona State College (1)
- DePaul University (5)
- Dominican University of California (1)
- Drake University (1)
- Duke University (1)
- Dunwoody College of Technology (1)
- Duquesne University (1)
- Eastern Michigan University (1)
- Emory University (1)
- Fashion Institute of Technology (1)
- Florida State University (1)
- George Mason University (1)
- Georgia Institute of Technology (2)
- Gonzaga University (1)
- Gulf Coast Community College (1)
- Gustavus Adolphus College (8)
- Hamline University (2)
- Hennepin Technical College (5)
- Hesston College (1)
- High Point University (1)
- Hobart and William Smith Colleges (1)
- Indiana University at Bloomington (6)
- Iowa State University (28)
- Keene State College (1)
- Kenyon College (3)
- Lakeland College (1)
- Le Cordon Bleu College of Culinary Arts - Minneapolis (1)
- Liberty University (1)
- Loyola University Chicago (1)
- Luther College (2)
- Macalester College (1)
- Marquette University (3)
- Metropolitan State University (1)
- Miami University, Ohio (7)

Michigan State University (1)
 Middlebury College (1)
 Minneapolis Community and Technical College (1)
 Minneapolis Media Institute- College of Media Arts (1)
 Minnesota School of Cosmetology (1)
 Minnesota State University, Mankato (19)
 Minnesota State University, Moorhead (3)
 Montana State University, Bozeman (9)
 Montclair State University (1)
 Morningside College (1)
 Mount Holyoke College (1)
 New York Film Academy (1)
 New York University (1)
 Normandale Community College (57)
 North Central University (1)
 North Dakota State College of Science (1)



North Dakota State University (15)
 North Hennepin Community College (2)
 North Iowa Area Community College (1)
 North Park University (1)
 Northwestern University (3)
 Occidental College (1)
 Ohio State University (2)
 Pennsylvania State University, University Park (1)
 Pine Technical College (1)
 Purdue University (2)
 Regency Beauty Institute (1)
 Saint John's University (4)
 Saint Mary's College of California (1)
 Saint Mary's University of Minnesota (1)
 Saint Michael's College (1)
 San Diego State University (1)
 Santa Barbara City College (1)
 Santa Clara University (1)
 Santa Rosa Junior College (1)



Savannah College of Art and Design (1)
 Simmons College (1)
 South Dakota School of Mines and Technology (2)
 South Dakota State University (7)
 St. Catherine University-St. Paul (6)
 St. Cloud State University (11)
 St. Cloud Tech & Community College (1)
 St. Mary's College of Maryland (1)
 St. Olaf College (7)
 Stanford University (1)
 Swarthmore College (1)
 Taylor University (1)
 Texas A&M University (1)
 Texas Christian University (4)
 Texas Tech University (1)
 Tufts University (1)
 Tulane University (1)
 Universal Technical Institute (1)
 University of Alabama (3)
 University of Alabama at Birmingham (1)
 University of Amsterdam (1)
 University of Arizona (5)
 University of California, Berkeley (3)
 University of California, Irvine (1)
 University of California, Los Angeles (1)
 University of California, Santa Cruz (1)
 University of Central Florida (1)
 University of Chicago (1)
 University of Colorado at Boulder (5)
 University of Colorado at Colorado Springs (1)
 University of Connecticut (1)
 University of Dayton (1)
 University of Denver (7)
 University of Exeter (1)
 University of Florida (2)
 University of Iowa (2)
 University of Kansas (9)

University of Mary Hardin-Baylor (1)
 University of Miami (1)
 University of Michigan (2)
 University of Minnesota, Duluth (13)
 University of Minnesota, Morris (4)
 University of Minnesota, Twin Cities (82)
 University of Missouri Columbia (14)
 University of Montana, Missoula (1)
 University of Nebraska at Lincoln (10)
 University of Nebraska at Omaha (2)
 University of North Dakota (17)
 University of Northern Iowa (1)
 University of Notre Dame (1)
 University of Sioux Falls (1)
 University of South Carolina (1)
 University of South Dakota (1)
 University of Southern California (1)
 University of St. Thomas (12)
 University of Texas, San Antonio (1)
 University of Toronto (1)
 University of West London (1)
 University of Wisconsin, Eau Claire (12)
 University of Wisconsin, La Crosse (6)



University of Wisconsin, Madison (32)
 University of Wisconsin, Milwaukee (1)
 University of Wisconsin, Platteville (1)
 University of Wisconsin, River Falls (3)
 University of Wisconsin, Stout (11)
 University of Wisconsin, Superior (1)
 University of Wyoming (1)
 Vermilion Community College (1)
 Washington University in St. Louis (1)
 Westminster College (2)
 Wheaton College, Ill. (2)
 Winona State University (5)
 Yale University (1)

NWEA and MCA Results: Beginning with the End in Mind

LEARNING ACCELERATES THE LONGER STUDENTS ARE ENROLLED IN MINNETONKA SCHOOLS

Over the past 15 years, with focused and intentional improvements to our academic program, Minnetonka students have excelled, leading to all-time-high levels of achievement at every grade level. The Class of 2015 posted the school's highest average ACT score at **26.9**, but our current elementary school students are on pace to do even better. Participation in AP and IB courses has grown significantly in recent years, as our elementary and middle schools better prepare students to reach a higher level in high school. Among the MHS Class of 2015, 70 percent were enrolled in at least one AP or IB course during their senior year.

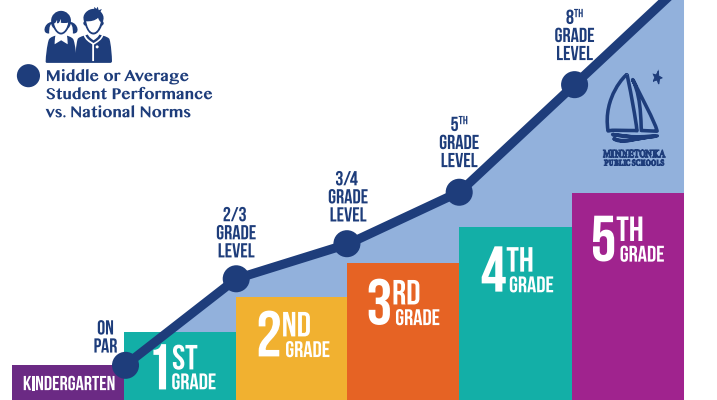
HOW IS THE AVERAGE STUDENT DOING IN MINNETONKA?

With exceptional teachers, a research-based curriculum, strong parent and community support, and high expectations for student achievement, average students in Minnetonka excel. By the end of elementary school, the average fifth grader is performing beyond the 11th-grade level in reading and math compared to national norms. In middle school, the average student is above the 80th percentile, nationally, in reading and math. In high school, the average student enrolls in AP or IB courses at some point during their four years, and 84 percent of all MHS AP exams earn a 3 or higher. The average student at Minnetonka High School graduated last year with a 26.9 ACT and a 3.3 GPA.

ACHIEVEMENT CONTINUES TO CLIMB

Such a high level of achievement has not always been the norm in Minnetonka. When the Class of 2015 was in fifth grade, the average student was performing at the beginning of eighth grade compared to national norms. Still, the Class of 2015 posted the school's highest average ACT at 26.9. So it is easy to understand why we say, "The best is yet to come."

VALUE-ADDED IN EDUCATION: THE BEST IS YET TO COME



This graph shows that at the end of each grade, students are performing many grade levels ahead of peers nationally.

SPRING 2015 NWEA RESULTS

This table shows the average Minnetonka student's performance compared to national grade-level criteria.

Minnetonka	Reading is at	Math is at
Kindergarteners	Early 1 st Grade	Middle of 1 st Grade
1 st Graders	End of 2 nd Grade	Mid 3 rd Grade
2 nd Graders	End of 3 rd Grade	Early 4 th Grade
3 rd Graders	End of 5 th Grade	End of 5 th Grade
4 th Graders	Early 8 th Grade	Early 8 th Grade
5 th Graders	Beyond 11 th Grade	Beyond 11 th Grade
6 th Graders	Beyond 11 th Grade	Beyond 11 th Grade
7 th Graders	Not tested	Beyond 11 th Grade
8 th Graders	Not tested	Beyond 11 th Grade

SPRING 2015 MCA STATE READING, MATH AND SCIENCE COMPARISONS

West Metro School Districts

District	% Proficient on Reading	% Proficient on Math	% Proficient on Science
Minnetonka	81.7	80.6	77.4
Eastern Carver	71.2	68.1	63.9
Eden Prairie	72.8	71.3	65.6
Edina	80.1	80.6	71.9
Hopkins	61.4	59.0	51.1
Orono	79.1	76.4	71.3
Osseo	56.7	57.0	43.4
Robbinsdale	47.8	41.3	38.0
St. Louis Park	60.8	59.9	47.8
Waconia	71.9	75.1	59.5
Wayzata	80.3	82.9	78.3
Westonka	81.7	81.3	71.9
State	59.4	60.2	53.0

Immersion Students Thriving with Language Fluency

NINTH GRADERS PREPARE TO TAKE AP LANGUAGE EXAMS



OPENING DOORS AT THE HIGH SCHOOL

This fall, Minnetonka High School welcomed its first class of Immersion students. These students had enrolled in the new Language Immersion program in 2007 as first graders. Today, they are preparing to take Advanced Placement (AP) Chinese or Spanish exams at the end of ninth grade.

In terms of both language acquisition and English proficiency, this group of students has been well-studied—taking both English and Spanish or Chinese proficiency exams each year. Following spring 2015 testing, we found the majority of **Immersion students are performing at or above national expectations** for their target language.

Minnetonka's assessments are aligned to national standards developed by the American Council on the Teaching of Foreign Languages (ACTFL). In eighth grade, the STAMP test provides students a good sense of their readiness for the high school AP course. According to Dr. Matt Rega, Assessment Director, "Students scoring *Advanced-low* on the STAMP in eighth grade might expect to score a four or five on the AP exam." *Advanced-low* is also recognized as the level of language proficiency necessary to teach K-12 students or be a nurse or legal secretary, for example.

Our goal is for students to achieve *Advanced-medium* or *Advanced-high* proficiency by the end of high school. Doing so would qualify students for a later career, using Chinese or Spanish, in professions like medicine, financial advising, teaching or marketing (to name a few). Students would need additional language education in college to achieve a *Superior* level—needed to be a linguist, interpreter or professor.

National tests are just one way Minnetonka Public Schools measures successful language acquisition for its Immersion students. With terms like *advanced*, *intermediate* and *novice*—and three sublevels under each—these scales make it easier for teachers, students and parents to track and discuss progress. "We can also compare Minnetonka student results against national expectations in reading, listening, speaking and writing," said Rega. "Our students are doing well."

2,927 ENROLLED IN IMMERSION FOR 2015-16

About 50 percent of elementary families have chosen Immersion for their child, with the goal of providing their English-speaking child the opportunity to acquire fluency in a second language.



EIGHTH GRADERS PRAISED BY NATIVE SPEAKERS DURING SPRING CAPSTONE TRIP TO CHINA

In spring 2015, 25 eighth grade Chinese Immersion students from MME and MMW traveled to China, visiting historically significant sites like the Great Wall and the Forbidden City, and experiencing Chinese culture firsthand. Students were overwhelmed with the hospitality they received through home stays, visits to local schools and even the marketplaces.

Students attended classes with Chinese middle schoolers and were encouraged to participate in lessons. "All teachers said they never thought American students could learn Chinese so well," said Lixin Zhou, Co-Director of the Confucius Institute, St. Cloud State University. "They could communicate with the local people here without any difficulties."

Students also met and spoke with You Shaozhong, the UNESCO Ambassador and Minister of Education. "I can say, 100%, that all students here are very good. It is impressive that they have made such improvements within a very short time. This is very unique."

"At the sixth-grade level, Immersion students demonstrate increasing, year-over-year achievement. We can't predict a ceiling for these kids."

Dr. Matt Rega, Director of Assessment



Transforming Learning with Technology

STREAMLINED ACCESS AND DIGITAL SECURITY TAKE CENTER STAGE

Upload a biology lab report. Download and read an historical document. Scroll through teacher comments. Contribute to an online literature discussion. These activities are part of everyday learning in Minnetonka, thanks to well-trained teachers and carefully selected technology tools that help deliver engaging education. With digital curriculum and 120 educational apps literally at their fingertips, our students are learning to dig deeper, apply knowledge and solve problems in every subject—from math to music.

Learning is progressing faster, in part because teachers are using technology to assess student learning almost as it happens. With immediate feedback, teachers can re-teach or individualize material if needed, and move on if everyone understands.

TECHNOLOGY BY THE NUMBERS

10,000
devices supported

6,500 iPads
1:1 grades 5-12

14
IT Personnel

100%
fiber-optic-connected buildings

A
security rating from IT security audit

25,000
system user accounts

100%
access to District applications through single sign-on

SINGLE SIGN-ON: SECURE ACCESS FOR STUDENTS, FAMILIES AND STAFF

The critical collaboration between students, families, teachers and staff is expedited by Minnetonka’s new single sign-on (SSO) solution: password-protected access to textbooks, apps, calendars, assignments, supporting materials, classroom news, grades and more. After signing on, busy families can review (and reinforce) expectations for all children and initiate conversations if assistance or school intervention is needed. The efficiency of single sign-on is great for students and teachers, too, saving more than 4,500 instructional hours per year. Teachers spend less time managing student passwords, and students are less frustrated waiting for multiple log-ins.

GRADE A SECURITY FOR THE DISTRICT’S TECHNOLOGY INFRASTRUCTURE

With more than 10,000 user accounts belonging to minors, system security is a high priority for the District’s technology team. A recent systems audit conducted by FRSecure gave Minnetonka an A rating for network security. By filtering what gets in through email, malicious websites, and other blatant hacks, we can protect children from inappropriate content that can be found on the Web. With enhanced filtering, all District devices prohibit inappropriate sites regardless of whether the device is on or off campus. All District apps are rated for age 13 or younger, and the App store is controlled for District-approved apps only. Teachers also encourage families to use similar filters (such as OpenDNS.com) and set restrictions for children who use home computers, WiFi networks or a personal cell phone.

DEVELOPING RESPONSIBLE CONSUMERS OF TECHNOLOGY

To help students understand their responsibility in the proper use of technology—what we call *digital citizenship*—Minnetonka is delivering grade-appropriate curriculum like Common Sense Media to guide students on how to make good choices, identify inappropriate content and prevent hurtful cyber bullying.

Students are also reminded about the permanence and searchability of their digital footprint and the importance of safeguarding personal information.

A task force of teachers, leaders, parents and health professionals are working to engage the entire community in raising responsible digital citizens who develop a healthy use of technology along with healthy human behaviors and relationships.



Enhanced network filtering for iPads extends beyond the school grounds, blocking inappropriate content on and off campus.



Tonka <CODES> Curriculum Teaches Logic, Perseverance and High-Demand Skills

PILOT CONTINUES WITH HIGH LEVEL OF STUDENT AND TEACHER ENGAGEMENT

“Searching for Computer Science,” a recent Gallup study commissioned by Google, cites the critical importance of coding curriculum in schools—like Minnetonka’s Tonka <CODES> initiative—to introduce computer programming and computational thinking. These skills are expected to be in high demand for the long term.

“Through coding curriculum, we not only expose students to possibilities in the field of computer science but develop more informed consumers of technology,” Jeremy Engebretson, Minnetonka teacher and K-5 technology advisor, said. “Students also learn persistence through coding curriculum—even when they try and fail, try and fail, they soon recognize the value of perseverance.”

“Tonka <CODES> has generated enormous excitement among our students and parents. It has been fun to watch it evolve and see the interest other districts have in what we are doing,” Superintendent Dennis Peterson said. An informal survey of Minnetonka K-5 teachers indicates that 80 percent of elementary students showed a strong interest in coding during the 2014-15 pilot year.

Curriculum, and corresponding professional development for teachers, is evolving at all grade levels. Elementary grades 3, 4 and 5 are following a monthly lesson schedule for 2015-16. As coding-savvy students move to middle school, they will find computer programming tools integrated into core content areas as well as STEM (Science, Technology,

Engineering and Math) and Technology Education classes. “Students will be using **Bootstrap** in math classes and **Project Guts** in science classes,” Lisa Reed, teacher and technology advisor, said. “Integrating coding and math, for example, is the perfect combination for cultivating an environment of problem solvers and excellent thinkers.”

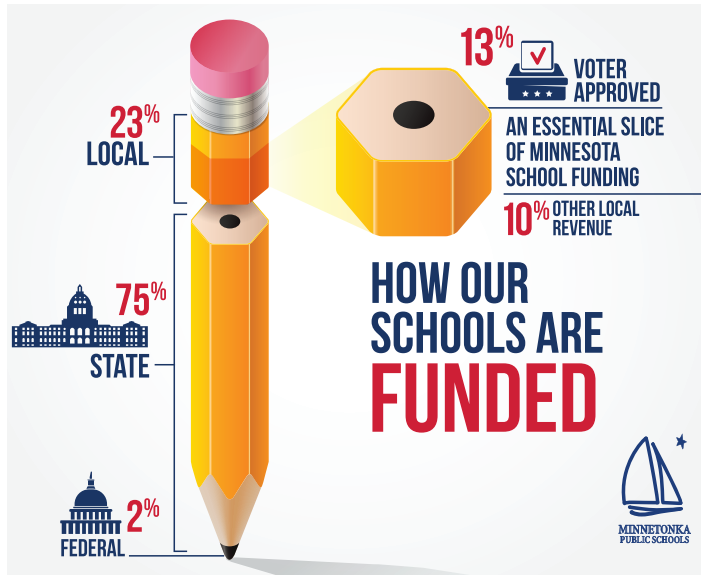
“As integration of computer programming becomes more embedded in the daily experience for our students,” Eric Schneider, Assistant Superintendent of Instruction, said, “they will be better prepared for a wide range of STEM options as they move toward high school, including Advanced Placement and International Baccalaureate Computer Science courses.”

To stay connected with changes in computer coding education, Engebretson follows leaders across the country who share instructional pedagogy that adheres to national technology standards for computer science. Minnetonka is also exploring a deeper partnership with Code.org, a non-profit organization that believes “every student in every school should have the opportunity to learn computer science.”

The District will continue offering co-curricular opportunities, like Hour of Code, Technovation, and Coder DoJo, to engage students and connect them with professional programmers in the community.

November 3 School District Referendum

In Minnesota, public education funding comes from three sources. For Minnetonka Public Schools, the funding breakdown is: 75 percent state funding, 23 percent local and 2 percent federal. Local referendum funding is a critical piece of the funding formula.



Minnetonka School District voters last approved a local operating referendum in 2007. That funding provides 13 percent—or more than \$13 million—of our 2015-16 operating budget of \$103 million. Voters also renewed a capital project levy for technology in 2007, which has provided 100 percent of the funds for technology in our schools since 2002.

Both the operating and technology referendums expire in 2017. The District has placed the renewal of both referendum levies on the November 3 ballot, and is seeking a 3.6 percent increase for the annual operating budget beginning in 2016 with another 3.3 percent increase for 2019-20.

RETURN ON YOUR 2007 COMMUNITY INVESTMENT IN OUR SCHOOLS

Since 2007, we have seen a remarkable return on our investment in public education. Student achievement is at an all-time high (as detailed on prior pages of this report).

- In 2007, the average fifth grader was performing two-and-a-half grade levels ahead of national peers. In 2015, the **average fifth grader is performing six grade levels ahead.** (*NWEA Measures of Academic Progress*)
- In 2007, the average **ACT score** among MHS graduates was 24.9. For the **Class of 2015**, that average shot up to an **all-time high of 26.9** (see page 4 for details).

- For 2015, Niche.com ranked the Minnetonka Public School District and Minnetonka High School #1 in Minnesota. All other schools ranked in the Top 10.

STRETCHING DOLLARS TO ACHIEVE MORE

Despite the challenging economic conditions of the great recession, Minnetonka has not cut programs or services for students since 2005. Instead, Minnetonka's finance and operations team has stretched your investment and focused funding on classroom instruction and improving programs.

- Renegotiated transportation costs (32 percent lower than neighboring districts);
- Solar energy garden—locking-in energy rates for the next 25 years;
- Self-insured employee health insurance—saving \$6 million per year;
- Refinancing long-term debt to gain record-low interest rates;
- Used open enrollment to bring in \$19 million annually to help fund new and innovative programs for our resident students;
- Maintained a **Moody's Aaa Bond Rating**: Like a personal credit rating, a good bond rating reflects sound management of finances and enables lower interest rates on borrowing.

With prior investments in technology, teachers and staff have focused on using technology as an accelerator of learning to:

- Provide more immediate feedback to students and teachers about student learning;
- Provide a more personalized path for student learning;
- Transition to a digital workflow, reducing textbook and paper costs;
- Allow students to dig deeper into areas of interest with the Internet at their fingertips; anywhere/anytime learning
- Earn multiple national honors for leadership in educational technology and innovation.

The technology referendum funds 100 percent of the District's technology budget, including: Internet access, network security, email, file storage, computers, WiFi, fiber optic cable, Skyward, Schoology, SmartBoards, classroom sound systems, iPads, tech support, tech training and more.

FUNDING FOR ANNUAL OPERATIONS

Minnetonka Public Schools relies on voter-approved referendum funding for 13 percent of its annual operating budget. The current authority will expire in 2017. If the funding is not renewed, the School Board will need to begin the process of cutting more than \$13 million from the annual operating budget. To put this into perspective, \$13 million equals about 214 teachers.

State funding has not kept pace with inflation. During the last decade, inflation has averaged 2.5 percent per year and state funding increases have averaged 1.45 percent. Minnetonka has strategically used innovation and enrollment growth strategies to better serve resident students. Growth has increased revenue to keep pace with inflation during the recession—in addition to cutting costs for insurance, energy and transportation.

The graph below illustrates both enrollment growth and the related budget. Blue bars represent revenue and gray bars represent expenses. Enrollment growth (royal line graph) has been the key factor in keeping the District budget and emergency reserve in the green.

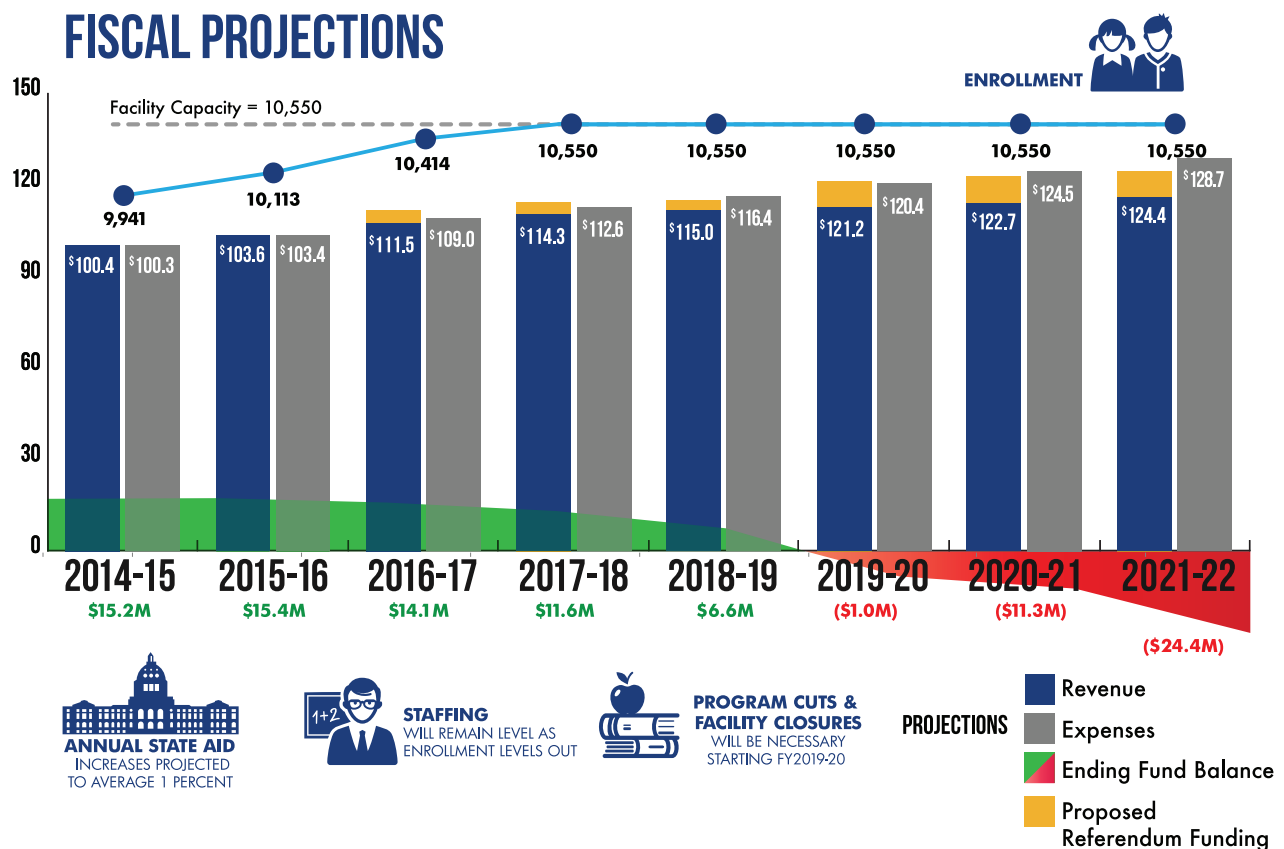
Enrollment has grown about two percent annually over the last decade. Thus, district revenue has grown enough to keep pace with inflation. However, as our schools reach capacity by 2017, enrollment and revenue will plateau and expenses will outpace revenue. Because the state is not a reliable partner

in providing stable funding for schools, more local funding will be needed to balance the budget, support programs and avoid budget cuts—including staff layoffs—in the future.

A CONSERVATIVE APPROACH

The two-part operating referendum question is focused on being respectful of taxpayers and keeping taxes as low as possible, while still securing the necessary funding to balance the budget in the coming years. By state law, the District is eligible to ask for \$657 per pupil for a local operating referendum. However, “We don’t need that much,” Superintendent Dr. Dennis Peterson stated. “Most districts would ask for the entire amount up front, but the District doesn’t need the whole amount for a few years, so the Board has wisely structured the operating referendum to increase funding in two stages. The Board takes its responsibility for fiscal stewardship very seriously and only turns to taxpayers as a last resort—only asking for what is needed.”

By asking for funding to increase the operating revenue by 3.6 percent in 2016 and including the second increase amounting to 3.3 percent for 2019 in this year’s ballot question, the District will not need to hold another referendum for many years and taxpayers are not asked to support more than is needed. The added funding will balance the blue and gray bars below through 2021, by which time the state will need to increase funding for our schools.



November 3 School District Referendum

WHAT IS ON THE BALLOT?

An **operating levy** is a levy for learning. It helps fund day-to-day operations within our schools, which may include teachers, classroom supplies, paraprofessional classroom support, science kits and other instructional materials, utility bills, building custodians and central office functions such as staff development, assessment, payroll and student registration.

Question 1—Operating Levy

Proposes to increase the **District’s overall annual operating budget by 3.6 percent in 2016 and 3.3 percent in 2019**. Operating referendum must use a “per pupil” figure on the ballot. So, it will ask to increase funding by \$340, from \$1,250 to \$1,590 per pupil, for taxes payable in 2016, with a second increase to \$2,046 per pupil for taxes payable in 2019. Inflationary increases occur annually. This referendum levy would be in effect for 10 years through 2025.

The increased revenue will be used to sustain excellence in our schools, protect class sizes, avoid budget cuts, and provide a more secure financial future for the next 10 years.

Question 2—Capital Project Technology Levy

The **technology levy**, also called a capital project levy, provides dedicated revenue for 100 percent of the District’s technology budget, including software and technology equipment, costs related to the support and maintenance of technology, costs related to training staff in the use of technology, and the purchase and installation of classroom and building security equipment.

Question 2 seeks to extend the existing technology levy, at the existing rate, through 2025.

WHAT YOU WON’T SEE ON THE BALLOT

- There are no building or construction funds in this referendum.
- There are no athletic facilities in this referendum. In Minnetonka, our beautiful athletic facilities have been funded through generous donations, tireless fundraising by parents and youth groups, rental fees, and grants from the Hennepin County Youth Sports Program.
- There are no bonds and no added debt. Both levy questions are pay-as-you-go funding strategies, with no borrowing or long-term financing.

WHERE TO VOTE

Visit <http://pollfinder.sos.state.mn.us/>

November 3: Polls open 7 a.m.–8 p.m.

- City of Minnetonka residents vote at their regular polling location in conjunction with the City Election.
- Deephaven and Woodland residents vote at Deephaven City Hall.
- City of Excelsior and Greenwood residents vote at Excelsior Elementary School.
- City of Shorewood, Precinct 4 residents vote at Excelsior Elementary School.
- City of Shorewood, Precincts 1, 2, and 3 and Tonka Bay residents vote at Southshore Community Center.
- City of Chanhassen, Precincts 2 and 3, and City of Victoria residents vote at Minnetonka Middle School West.
- City of Chanhassen, Precinct 1A, and City of Eden Prairie Precincts 1, 2, and 5 residents vote at Minnetonka District Service Center.

Absentee Voting, now through November 2:

District residents who live in the City of Minnetonka may vote absentee at Minnetonka City Hall, 14600 Minnetonka Boulevard, Minnetonka, in conjunction with the City Council election.

District residents who live in Chanhassen, Deephaven, Excelsior, Eden Prairie, Greenwood, Shorewood, Tonka Bay, Victoria or Woodland may vote absentee at the Minnetonka District Service Center, 5621 County Road 101, Minnetonka.

QUESTIONS AND ANSWERS

How has open enrollment impacted the District?

The District has been strategic in taking more open enrollment students over the years and the added revenue has been used to support resident students. Open enrollment generates about \$19 million per year. Of that amount, it costs about \$7 million to educate the added non-resident students. The other \$12 million is used for resident students. That formula has enabled Minnetonka to do well when every other district was cutting budgets, programs and staff in the recent past.

The fundamental point about how added students benefit the District financially can be best understood by the example of a commercial airplane that can hold 300 passengers but the company breaks even on cost-versus-revenue if they only

have 200 passengers ride the plane; so the first 200 passengers *pay for the cost of the airplane*. All of the basic costs of flying such an airplane are built into the first 200 passengers—plane, fuel, pilots, flight attendants, baggage handling, airport fees, etc. Thus, every passenger above the first 200 can be added without increases in most of the costs, and those additional passengers make money for the company operating that airplane. So, if they can get 80-100 more passengers above the first 200, that airplane makes a nice profit because the costs have not increased while revenue has. That is what happens for Minnetonka with bringing in more students; the costs for added students do not increase much, but revenue increases considerably. Although we may need to hire an additional teacher, the first 12 students in a class cover the cost of the teacher and any materials.

Can the District charge open enrollment families for the referendum increase?

In Minnesota, state education funding follows the student to whatever district the student attends. It is illegal to charge families for a public education. But that doesn't mean that open enrollment families are avoiding taxes. In many cases, open enrollment students reside in West Metro districts with higher school taxes than Minnetonka. Our Board

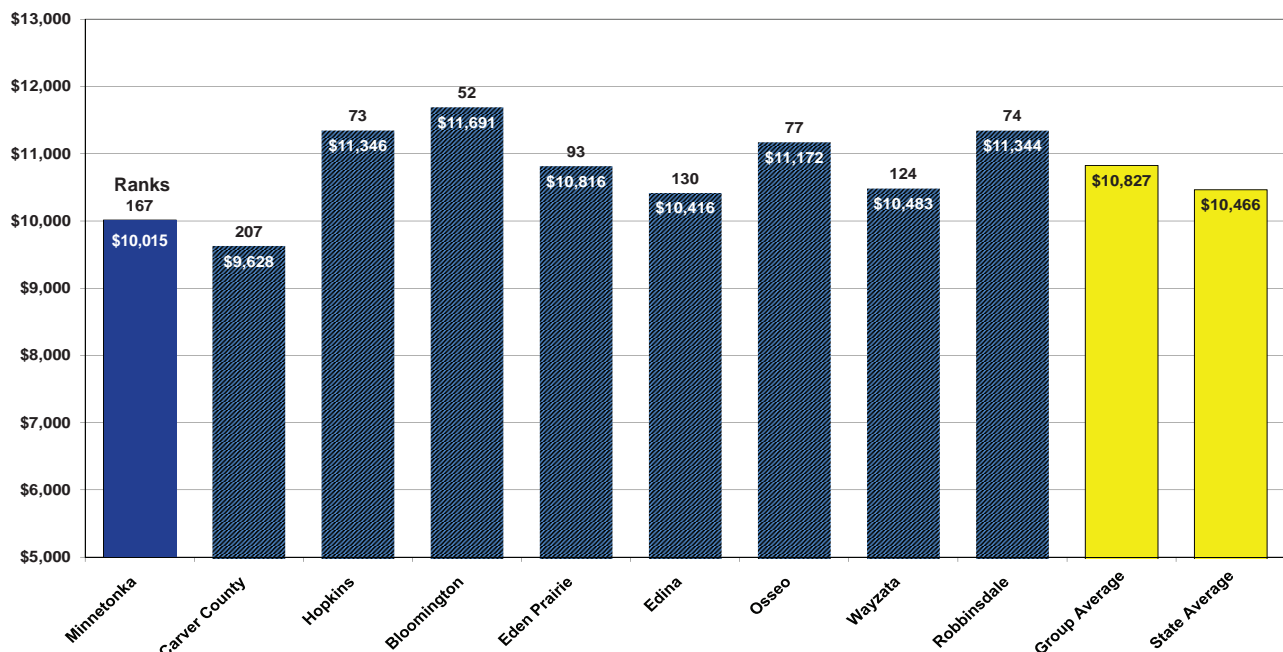
has worked diligently over the last decade to keep school property taxes as low as possible. Specifically, 87 percent of our open enrollment students reside in neighboring districts: Hopkins, Eastern Carver County, Eden Prairie and Wayzata. Comparing 2014 school taxes on a \$350,000 home in each district, Minnetonka school taxes were \$1,798; a Hopkins family saw a \$1,822 bill; Eastern Carver school tax was \$2,277; Eden Prairie was at \$1,559 but Eden Prairie also passed an \$850 per-pupil referendum increase last election; Wayzata was at \$1,619 and passed a \$125 million bond referendum this year. School referendums are an essential component of school funding for every school district in the Metro area. Every family is paying local school taxes, even if their children are not attending those schools. Furthermore, the \$19 million brought in through open enrollment is more than the \$13,300,983 local taxes contribute.

Does the Minnetonka District pay to transport open enrollment students?

No, the District does not provide busing outside of our borders. There are some open enrollment neighborhoods and families who have contracted privately with First Student for busing; however, those families pay First Student directly for the service.

WHEN IT COMES TO SPENDING, HOW DOES MINNETONKA COMPARE TO OTHER DISTRICTS?

Minnetonka spends **\$451 per pupil less than the state average** for the annual operating budget. Most people are surprised to learn that Minnetonka is below state average when it comes to spending on education, ranking 167 of 331 districts. When compared to the West Metro, Minnetonka spends \$900 less per pupil than the region. The District prides itself on operating efficiently: spending less, achieving more.



Total Operating Expenditures Per Pupil FY14

Source: FY14 School Profiles General Fund Expenditures Excluding Capital Expenditures
 Note: State ranking in General Fund dollars per ADM is shown above each bar. (331 Districts)



VANTAGE: Minnetonka's Advanced Professional Studies Hands-On, Professional Experiences Lead to Self Discovery

IMAGINE THE VALUE OF LEARNING WHAT YOU WANT TO DO, BEFORE ENTERING COLLEGE

VANTAGE, Minnetonka's 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. Minnetonka teachers deliver rigorous, relevant curriculum while professional partners provide opportunities for group projects, 1:1 mentorship and real-world application of what students are learning.



DIRECTOR DICK HURRELBRINK

"I have been connected with VANTAGE from the beginning," begins Dick Hurrelbrink, former CEO and advertising exec who was a member of the VANTAGE Advisory Council and frequent guest instructor. "So when the opportunity presented itself, I jumped at the chance to become the new VANTAGE director."

Now in its third year, VANTAGE has expanded to include five course strands: Global Business, Business Analytics, Healthcare and Sports Science, and two new areas of study, Digital Journalism and Graphic & Product Design. Student enrollment has increased from 40 in 2013-14 to 168 for the 2015-16 year.

"The real strength of the program comes from the rigorous academic content delivered through Advanced Placement (AP) and International Baccalaureate (IB) courses," says Hurrelbrink, "while the new course strands provide more unique, project-based experiences for students. The opportunity to partner with businesses helps students understand real-world problems and offer real recommendations."



MEET ELIZABETH HILGEMANN

During her years at Minnetonka High School, Elizabeth Hilgemann '15 was known as a talented member of the VANTAGE team who worked with Children's Hospitals and Clinics of Minnesota. Through VANTAGE, she conducted market research through surveys and focus groups to better understand teen engagement with the Children's Hospitals brand. At the end of the project, she put her communication skills to work by formally presenting marketing ideas to the director of marketing.

Now at Texas Christian University, Elizabeth is hoping to pursue a career in business, confirmed by her positive experiences in DECA and VANTAGE. "I am driven and look into the future a lot," Elizabeth said. "I envision the steps I need to take to get where I want to be. I would like to one day get a high-powered marketing position."

Elizabeth was passionate about her role in DECA, qualifying for international competitions in 2014 and 2015. She swam for Minnetonka and enjoyed International Studies for two years. In spring 2015, she earned National AP Scholar standing, the highest honor.



MEET AUSTIN HAAG

Thanks in part to VANTAGE, Austin Haag '16 might have already discovered his true calling. "Until junior year," Austin said, "I was set on architecture—pretty much as long as I can remember." Because of this interest, he was placed on the Fairview Health and Habitat for Humanity VANTAGE projects.

"Fairview requested a 3D concept model for a new super clinic. We analyzed their market, learned what interested their customers, and turned that research into a design. I became more interested in what the design *should be*—the business thinking beforehand—than actually making the design. VANTAGE definitely changed my entire career interest!"

Austin worked with Habitat for Humanity to develop a state fair booth designed to attract veterans. Knowing that booth construction costs were a big concern, VANTAGE students exceeded expectations by organizing a bagging fundraiser at Cub Foods-Minnetonka. "Twenty students raised \$1,200, the exact amount needed to build the most expensive booth design we presented," Austin said.

Tonka Online Students “Do More in Four”

SUCCESS IN ONLINE LEARNING REQUIRES DISCIPLINE AND ORGANIZATION

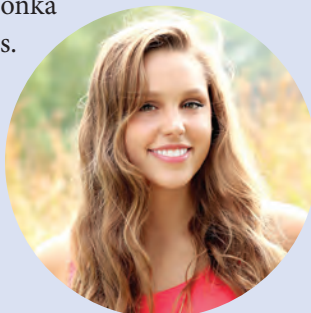


Halle Wheatley '17 was happy to participate in Tonka Online pilots as a freshman math student. Her teacher alternated traditional lessons with online learning and before long Halle was one of the students who enjoyed online instruction the most. “I finished the lessons quickly and really accelerated,” Halle said, “so I decided to take geometry through Tonka Online sophomore year.”

As a junior she is taking world history and higher algebra online and reserving her school hours for IB Language and Literature, biology and creative electives that could lead to a career in photography or interior design. After school, she is a member of Minnetonka’s performance and competitive dance teams. Tonka Online classes are designed with instructional milestones and deadlines to help keep students on track. Halle says that online learning is best suited for independent learners who are disciplined and organized. “If you’re a huge procrastinator, it’s probably not for you.”

“The phrase is ‘Do More in Four,’” Halle said, “but I am using Tonka Online to reshape my schedule in a way that I can take classes I enjoy and reduce stress.”

Smetana Larson '16 is excited to take classes through Tonka Online her senior year to overcome scheduling issues. “I’m in VANTAGE the first three hours of the day and some of the other classes I wanted to take were not offered in the afternoon,” she said. “So I am taking AP Psychology and AP Physics C online.” Smetana admits that she “really likes math” and Tonka Online makes it possible for her to take Physics 1 and Physics C, Mechanics with Calculus, concurrently.



Although they have different approaches to Tonka Online, Halle and Smetana agree that the biggest advantage is the teaching staff. Tonka Online uses Minnetonka teachers as online instructors.

“The teachers are still in the building,” said Smetana, “so if you need help, you can ask. That’s really important for me, because sometimes I need a real person to explain challenging concepts. Tonka Online blends the awesome part of doing an online class—completing the work on your own time—with the benefits of having access to a teacher who can help.”

Minnetonka High School math teacher Jim Donald leads the Tonka Online initiative.



TONKAONLINE
Do More in Four

20

number of
courses offered

**Social Studies,
Math, Science,
English, Music,
Physical Education**

565

course enrollment
(up from 185 in 2014-15)

98%

course completion rate
2014-15 school year

14

Minnetonka
online teachers

District Points of Pride

ACADEMICS

- Grades 3-8 finished with a first-place ranking in the national Continental Math League competition.
- The Class of 2015 demonstrated record-breaking student achievement: an all-time-high average ACT score of 26.9, 133 Summa Cum Laude graduates (4.0 or higher GPA), 13 National Merit Semifinalists, 31 National Merit Commended students, and, at the end of senior year, 34 National AP Scholars.
- MME's Max Meyer won the regional spelling bee and competed at the Scripps National Spelling Bee in Washington, D.C.
- MHS Math Team qualified for State for the sixth straight year.
- MHS Physics Bowl took first place in Region 14 which includes 12 states. Martha Barnard placed second.
- Three students were invited to the 2015 Minnesota National Geographic State Bee. Jacob Otolski took third place.
- Minnetonka introduced the state's first K-5 Tonka <CODES> coding curriculum, a valuable building block for the future.
- Groveland hosted a Coder Dojo Jr. event where volunteers mentored students interested in computer coding.
- Two teams from Excelsior Elementary qualified for the Destination Imagination state tournament.
- The Debate Team sent three students to the State competition.
- Two MHS Quiz Bowl teams qualified for the State tournament.
- Nine students won blue ribbons for performances at A Vous la Parole French speaking contest, 41 placed among the top in the state on Le Grand Concours, and 41 students attained national recognition on the National French, German and Spanish Language exams.

- VANTAGE student Smetana Larson's group, Cupcake Creations, took second place at the inaugural Startup Weekend Youth Twin Cities.
- In Project Lead the Way, 89 percent of students passed the end-of-course exam.
- Minnetonka's five Technovation Challenge teams and their mentors presented original apps and business plans at Appalooza. MHS girls earned "Best Technical Score" and one of our four middle school teams earned "Best Pitch in the Room."
- MME eighth graders participated in the Regional World Savvy Challenge at the University of Minnesota. Six teams of students represented MME and earned four awards.
- Garrett Synsteliem, seventh grader from MMW, was a State Winner in the Letters About Literature Writing contest.
- Minnetonka DECA sent 111 students to the state competition and 36 to the international competition. Kate Hoeting and Anna Weber earned a third-place finish at Internationals.
- The MMW seventh and eighth grade Science Bowl teams finished fourth and second, respectively, at the Middle School Science Bowl.

ATHLETICS

- Twenty-three Minnetonka student athletes signed National Letters of Intent to continue their careers at the collegiate level.
- Max Melin was named a Mr. Soccer finalist and helped boys soccer qualify for the state tournament for the first time since 1999.
- Girls Hockey played in its fourth state title game in five years and finished second
- Boys and Girls Tennis finished fourth at State.
- Cheerleading won the State title, placed second at Nationals and third at the World School Cheerleading Championships.
- The the Boys Alpine Ski team placed fourth at State; Girls Alpine Ski took third place in their State contest.
- Boys Track and Field finished seventh at State.
- Boys Swim and Dive won the True Team State title and placed second at the State tournament. Girls Swim and Dive took third place at State.
- Megan Janssen—Athena Award Winner—qualified for State in Nordic Ski and won her fourth-straight 4x800 relay State title.
- Bowler Ryan Vashaw was named First Team All-State by Minnesota High School Bowling.





ARTS

- MHS junior Lindsey Dobbins' artwork "Lady Life" was chosen as one of 59 works to be displayed in Washington, D.C.
- MHS students were honored with Scholastic Art Awards: Nine Gold awards, four silver and nine Honorable Mention.
- Minnetonka's National Art Honor Society students created portraits for children in Ghana.
- Three students earned Scholastic Writing Awards.
- MME seventh grader Max Rader composed an original piece, "A Walk in the Park," performed by the seventh-grade band.
- Four music students at MME and MMW made the Minnesota Band Directors Association Middle Level State Honor Band.
- Megan Wilson and Morgan Erickson participated in the University of Minnesota Honor Band.
- The Minnetonka Marching Band earned a first-place finish for Class A at the Prairie Colors competition. The band also won Outstanding Color Guard and Outstanding Winds.
- The District's Orchestra Program awarded the Meritorious Orchestra Program for the state of Minnesota.
- Sydney Kipp delivered an Honors Performance at Carnegie Hall in New York City.
- One MHS Music Listening team qualified for State.
- The fall musical, "Urinetown," garnered 31 Spotlight Awards from the Hennepin Theatre Trust, which was the most for any musical in Minnetonka history.
- The spring musical, "Brigadoon," won 21 Spotlight Awards from the Hennepin Theatre Trust.
- The cast of Minnetonka Theatre's one act, "The Dancers," advanced to the 2015 State One Act Play Festival.

- Four Minnetonka theatre students were finalists for Hennepin Theatre Trust's coveted Triple Threat Award.
- Five Clear Springs students were accepted into the American Choral Directors Association (ACDA) State Honors Choir.
- Two MHS students were selected for the National Junior High School Girls Honor Choir.
- Thirteen students from MME and MMW and 10 MHS students qualified for State Honors Choirs.
- Minnesota Varsity, Classical MPR's annual showcase of young musical talent, named Max Melin and Scottie Schwefel 2015 Showcase Round Artists.

SERVICE

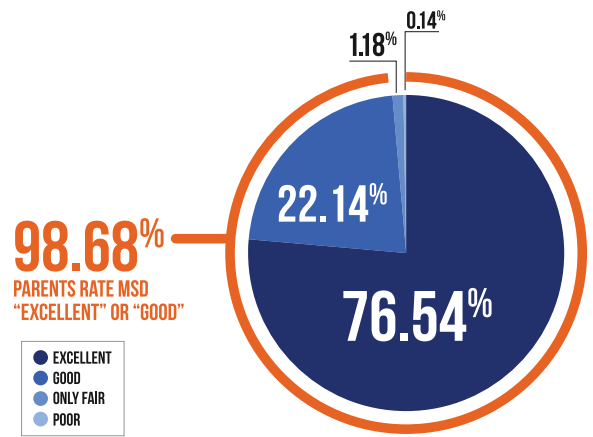
- Minnetonka High School raised \$34,500 during Heart Week.
- 232 students were recognized at the District's Celebration of Service for earning a President's Volunteer Service Award and/or an MHS Varsity Letter for Community Service. Six students were recommended for state and national Prudential Spirit of Community Awards. Together the students and groups logged more than 46,000 hours of service.
- MME sixth graders presented Haiti Outreach with a check for \$21,000 to install a community water well.
- Rachael Price won the Rose Rees Peace Award for commitment to international relations and world peace.
- Anna Rice earned a "Be the Change" award from Hands-On Twin Cities for her work with the Pinky Swear Foundation.
- Fourth and fifth graders at Minnewashta elementary school used their expertise in Spanish to help children in Guatemala.
- MME students hosted a week-long food drive as part of We Day's "We Scare Hunger" to benefit the local ICA Food Shelf.



2015 Annual Parent Survey

Spring 2015, Minnetonka conducted its annual K-12 parent survey and is pleased to report that, across the board, 97 percent of parents would recommend their child’s school to a friend or neighbor. Of those, 77 percent rate their child’s school as “excellent.” Parent comments commonly included the words *excellent*, *child-centered*, *innovation*, *dedication* and *high standards*. The survey also found:

- Among elementary school parents, 96 percent agree that their child can apply learning in new ways when using technology; 88 percent agree that technology is very important to their child’s learning.
- A majority of parents are speaking to their children about digital citizenship and cyber safety. The District plans to continue educating parents on the importance of installing Internet filters at home (less than half currently have home filters) and talking with students about appropriate use of technology, social media and more.
- Following targeted efforts to strengthen Chinese Immersion learning at the middle school level, parents rate their satisfaction with the program at 95 percent, an increase of 10 points from the 2014 parent survey.



99% of parents rated the education provided by Minnetonka School District as excellent or good (chart above; no change from 2014)

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

81% of elementary parents believe their child’s class size is about right (improved from 79 percent in 2014). Minnetonka has the lowest elementary class sizes in the Metro area.

93% of parents trust the Minnetonka School Board and Administration to do what is right for children (up from 84 percent in 2014).

94% of parents agree our community receives a good value from its investment in local public schools (up from 93 percent in 2014).

This online survey was conducted in June 2015 for all parents of students enrolled in the Minnetonka School District. Results are based on 2,197 respondents, or a 29 percent response rate.



2015 Community Survey

Community confidence in the leadership and direction of the Minnetonka School District has increased, over already high levels reported in 2007, according to a random-sample community survey conducted in April 2015.

With a 23-point improvement over 2007, 82 percent rate positively the performance of the Superintendent and administration; 71 percent are positive about the performance of the School Board and 94 percent positively rate the performance of Minnetonka teachers (a 17-point gain over 2007).

What residents most like about the District are the variety of programs, broad curriculum and excellent teachers. When asked about the biggest issues facing the district, "Nothing" was first at 25 percent followed by lack of funding at 12 percent.

Leading the state in public confidence, 75 percent believe District finances are well-managed; 98 percent positively rate the education provided by the District and 93 percent trust the administration and school board to do what is right for children in our community.



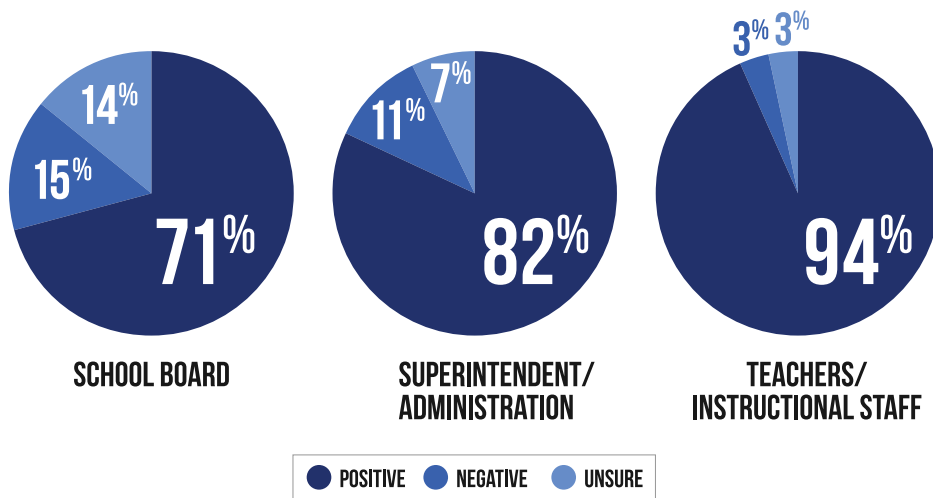
In June 2015, the *Star Tribune's* Top Workplaces survey identified the Minnetonka Public School District as a **top workplace in Minnesota**.

Minnetonka employees rated the District highest on:

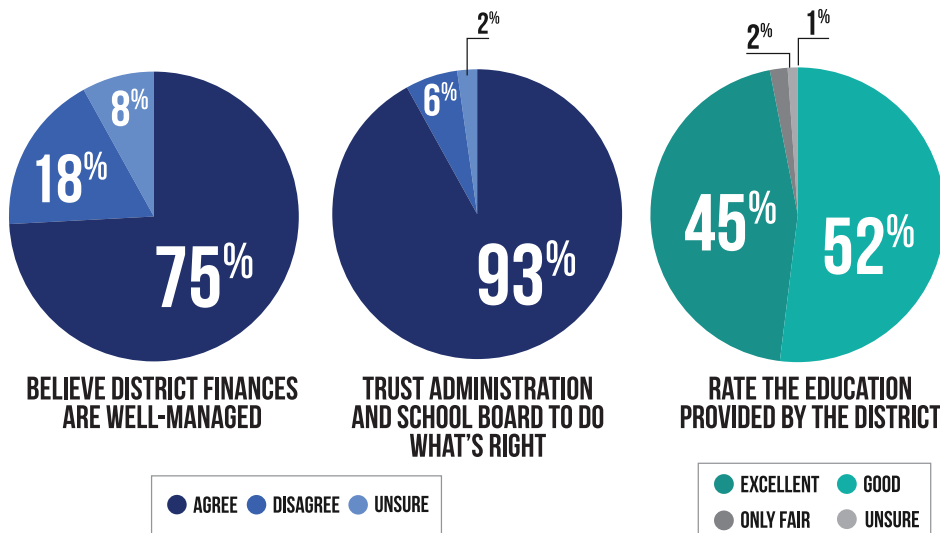
- Encouraging new ideas
- Moving in the right direction and
- Confidence in their leader.

With more than 2,100 high-quality organizations participating, the *Star Tribune* not only recognized 150 Top Workplaces but 77 additional organizations that met national standards. Minnetonka Public Schools was included in the latter group.

WorkplaceDynamics conducted the survey, measuring employee satisfaction, engagement and organizational health.



The survey, conducted by Morris-Leatherman Research, was based on phone interviews with 400 randomly selected residents of the District. Only one-third had children currently enrolled in Minnetonka schools.





Minnetonka Class of 2015: Legacy Service Project Recap

AS A CLASS, THEY SOUGHT TO BREAK A RECORD IN THE FIGHT AGAINST HUNGER

2,645

Students recruited around the District to ease hunger

\$11,300

Money raised to support hunger-related projects

398,049 POUNDS

Food gathered and donated to support ICA Food Shelf

2,500

Hours of volunteer service to support the Legacy Project

8

Organizations touched by the Class of 2015 Legacy Project, serving those in need

In the fall of 2011, more than 700 freshmen from the Minnetonka High School Class of 2015 were the first to commit to a four-year legacy service project.

Aligned with the Minnetonka Public Schools mission to “inspire students to understand and serve the greater good,” the legacy project was built on the idea of raising the level of service through a large group experience. Advisors Chet Masteller and Steve Tuthill led the class through project selection. In the end, the students settled on *fighting hunger*.

As we now know, the Class of 2015 made it a habit to consistently exceed expectations, and their first legacy service effort—to attempt a Guinness World Record for the most food collected in a 24-hour period—was no different. The effort involved all nine District schools which were encouraged to collect and donate food to help break the record. With all hands on deck, the freshman class estimated that 2,500 students were involved District wide. Although they fell short of breaking the Guinness record, the final tally, 398,049 pounds of food donated to the ICA Food Shelf, was still amazing.

It wasn’t the size of the project that motivated students to give back. During their four years at MHS, they adopted three local families and a village in India. They held a car wash and bagged groceries at Cub Foods-Minnetonka, to raise funds and create a memorable Christmas for needy families. Through additional fundraisers, they were able to support ongoing water and solar projects that impacted hundreds in the village of Khonda, India.

To further expand their reach, the class raised nearly \$7,000 to purchase supplies for an all-class food packaging day. Their efforts fed families as far away as Haiti and Eagle Butte, S.D., headquarters of the Cheyenne River Sioux Tribe.

Partnerships were key to putting food directly in the hands of the hungry. The class raised \$800 to host a sandwich-making event for the 363 Days Food Program for the homeless during Senior Serve, the two days devoted to community service immediately preceding graduation.

With support and guidance from advisors, parents and the greater community, the Class of 2015 grew to be thoughtful leaders who contributed significantly to local and global efforts to ease hunger.

RACHAEL PRICE CLASS OF 2015

Rachael won the Rose Rees Peace Award for commitment to international relations and world peace—presented in Minneapolis by R.T Rybak. She was also a distinguished finalist at the state level for the Prudential Spirit of Community Award, and was a multi-year recipient of the President’s Gold Volunteer Service Award.





Summary Report Preparing the World's Best Workforce

MINNETONKA IS A TOP-PERFORMING DISTRICT IN MINNESOTA, WITH PLANS AND 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 2014-15 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 are ready for career and college.
- All students graduate from high school.

SYSTEM GOALS AND SUPPORT

In 2014, the Minnetonka School Board adopted the following goal:

“Design and implement school specific strategies that address identified barriers to student academic achievement. Provide progress reporting against these strategies.”

(continued)

DISTRICT ADVISORY COMMITTEE 2014-15 SCHOOL YEAR

James Donald <i>Teacher</i>	Anne Redfern <i>Teacher</i>
Taeya Erani <i>Student</i>	Matt Rega <i>Director of Assessment, Parent</i>
Heidi Garcia <i>Community & School Board Member</i>	Pete Rogan <i>Community Member</i>
Sandy Gosen <i>Teacher</i>	Diane Rundquist <i>High Potential Coordinator, Parent</i>
Paule Hocker <i>Community Member</i>	Eric Schneider <i>Asst. Superintendent of Instruction, Parent</i>
Stephanie Johnson <i>Community Member</i>	William Tuseth <i>Student</i>
Meg Low <i>Community Education</i>	Steve Urbanski <i>Director of Curriculum</i>
Bryan McGinley <i>Principal</i>	Rhonda van Bergen <i>Community Member</i>
Mark McIlmoyle <i>Assistant Principal</i>	Sara White <i>Staff Development Coordinator</i>
David Olson <i>Teacher</i>	
John Powers <i>Community Member</i>	

World's Best Workforce: System Goals and Support, continued

The leadership team, including principals, teachers, and the director of assessment, identified a range of risk factors. Each site studied its students and developed action plans to address certain populations of students at risk of not achieving to their potential. The action plans ranged from addressing parent engagement concerns in order to improve reading performance or following a systematic approach to identifying both Reading and Math needs and provide checkpoints throughout the year to measure student progress. Each site made significant progress on its goals.

As an iPad 1:1 district in grades seven through twelve (2014-15 school year), technology is central to accelerating learning. Rather than focusing on the device, technology instructional coaches supported teachers in using the technology to assess and provide feedback to students in real-time. They supported teachers in using technology to personalize learning, and to address 21st Century skills: collaboration, communication, creativity, critical thinking, and global perspectives.

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

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:

- ACT
- Advanced Placement
- International Baccalaureate
- DORA (Spanish Immersion)
- NWEA Reading and Math
- EXPLORE, PLAN, ACT
- WIDA (ELL)
- AAPPL Reading, Speaking, and Listening (Spanish and Chinese Immersion)
- IPA (Spanish and Chinese Immersion)
- YCT & HSK (Chinese Immersion)
- MCAs
- PSAT

The continued implementation of the Singapore Math Curriculum and 2014-15 implementation of the new Language Arts Curriculum are expected to have immediate and long-term impacts on student achievement for both the elementary and secondary levels. Throughout the school year, students were assessed with locally created common assessments in

math and reading in fourth and fifth grades. 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.

SUPPORT FOR TEACHERS AND PRINCIPALS

Minnetonka was one of the first districts to adopt Minnesota's Q-Comp program, which provides performance-based compensation for teachers tied to student achievement goals. Now in its tenth year in Minnetonka, the Q-Comp program has five components to improve instructional practices and increase student achievement: 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 and professional learning (PLC) goals. As student achievement continues to climb in Minnetonka, schools and PLCs set ambitious goals in 2014-15.

Excelsior Elementary, Groveland Elementary, Scenic Heights Elementary, Minnetonka Middle School East, Minnetonka High School (MHS), and Minnetonka Community Education Center (MCEC) all met their site student achievement goals. On the two ends of the spectrum, more than 90 percent of preschool students at MCEC met their goal in using number concepts and operations and this year's graduating class posted an all-time-high average score on the ACT of 26.9.

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

The 2014-15 school year marked the first year of implementation of the Minnetonka Teacher Evaluation Growth Model. This new model goes beyond classroom observations to evaluate teachers on both student engagement and student achievement. Teachers collaborated within their professional learning communities to identify specific student achievement goals, representing essential learning in their department and/or grade level. Teacher Instructional Coaches and administrators supported teachers in analyzing data, both formative and summative, to identify needs areas. Coaches also worked with teachers to develop strategies specific to those needs.

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

Goals and Results for World's Best Workforce

	2014-2015 Goal	2014-2015 Result
All Students Ready for Kindergarten	<p>By May 8, 2015, 90 percent of eligible students* will score at the top of their class color band** on the Teaching Strategies GOLD Objective 20A “using number concepts and operations-counts.”</p> <p>*eligible students defined as: those 30 months of age before Sept. 1, 2014, and enrolled consecutively and in compliance with the Minnetonka School District Early Childhood attendance policy by Oct. 10, 2014, in Minnetonka Preschool and/or Early Childhood Special Education Programs.</p> <p>**Class Color Band definitions:</p> <p>YELLOW – Three years before kindergarten (2s and 3s class)</p> <p>GREEN – Two years before kindergarten (3s and 4s class)</p> <p>BLUE – One year before kindergarten (4s and 5s class)</p>	<p>Results:</p> <p>By May 8, 2015, 90.4 percent of eligible students scored at the top of their class color band on the Teaching Strategies GOLD Objective 20A: “Using number concepts and operations – counts.”</p>
All Students in Third Grade Achieving Grade-Level Literacy	<p>By June 1, 2015, 79.9 percent of students in Minnetonka Public Schools in grade 3, will meet or exceed proficiency on the MCA-III Reading, an increase of 1 percent. In 2014, 78.9 percent of grade 3 students (597 of 757) met this goal.</p>	<p>On the MCA-III Reading assessment, 79.6 percent of Minnetonka Public Schools students (612 of 769) met or exceeded proficiency, an increase of 0.7 percent.</p>
Close the Achievement Gap(s) Among All Groups	<p>To close the proficiency gap in reading by 2018, 69 percent of non-white students will be proficient on the MCA III in Reading. This will narrow the gap in proficiency from 15.7 percent to 13.6 percent.</p> <p>To close the proficiency gap in math by 2018, 71 percent of non-white students will be proficient on the MCA III in Math. This will narrow the gap in proficiency from 14.9 percent to 12.8 percent.</p>	<p>Result: Of non-white students, 77.6 percent were proficient on the MCA III in Reading. This narrowed the gap in proficiency from 15.7 percent in 2014 to 5.6 percent in 2015.</p> <p>Result: Of non-white students, 72.4 percent were proficient on the MCA III in Math. This narrowed the gap in proficiency from 14.9 percent in 2014 to 9.6 percent in 2015.</p>
All Students Career- and College-Ready by Graduation	<p>By June 1, 2015, 63 percent of Minnetonka 2015 graduates will be ready for college level coursework in all four areas (English Composition, Algebra, Social Science, & Biology) as determined by the ACT. This is a 2 percent increase in the number of students meeting this threshold from 2014 to 2015.</p>	<p>By June 1, 2015, 76 percent of Minnetonka 2015 graduates were ready for college level coursework in all four areas (English Composition, Algebra, Social Science, & Biology) as determined by the ACT. This is a 15 percent increase from 2014.</p>
All Students Graduate	<p>The four-year graduation rate will increase from 95.26 percent in 2014 to 96.26 percent in 2015.</p>	<p>To be released by MDE in February 2016.</p>

Prudent Financial Management

The Minnetonka School Board takes pride in being responsible stewards of taxpayer funds and looks to taxpayers for support only as a last resort. In Minnesota, federal, state and local funding are all important revenue sources. In Minnetonka, state funding makes up 75 percent of the annual operating budget; federal funds account for 2 percent; and 23 percent is local funding. Of the 23 percent, almost half is voter-approved referendum funding; the other local levies are based on formulas set in statute and approved by the School Board. For the coming year, the local levy amount will decrease 1.54 percent, which in turn lessens the impact of the proposed referendum.

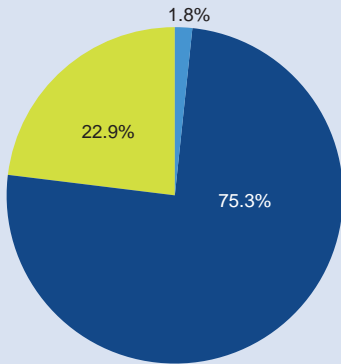
The 2016 preliminary property tax levy that the School Board set on September 29, 2015, provides for a decrease of \$613,319.75 (1.54 percent) from the 2015 property tax levy. The preliminary levy is \$39,570,257. The final levy to be set in December 2015 cannot be higher than that amount, unless approved by voters during the General Election.

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.

If voters of the District approve the proposed Operating Referendum on November 3, that amount would be added to the property tax levy set in December 2015.

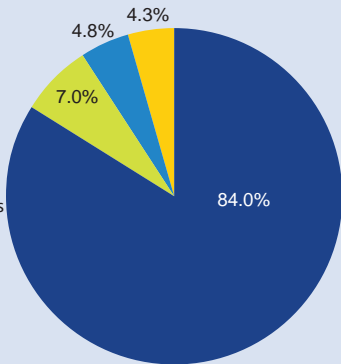
Sources of Funds
FY15-16 Budget -
General Fund

- Local Sources
- State Sources
- Federal Sources



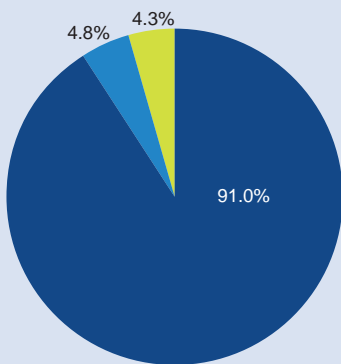
Uses of Funds by
Function/Activity
FY15-16 Budget -
General Fund

- Instruction, Pupil Support Services & School Level Administration
- Facilities, Operations & Maintenance
- Student Transportation
- District Level Administration



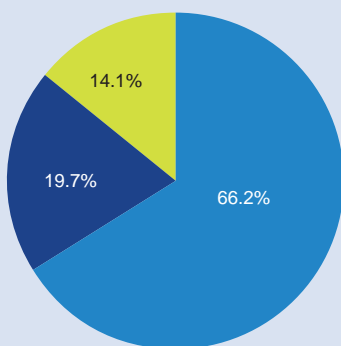
Uses of Funds
School Level vs
District Level
FY15-16 -
General Fund

- School Level Education Services
- Student Transportation
- District Level Administration



Uses of Funds -
Employee
Compensation vs
All Other FY15-16
Budget -
General Fund

- Salaries
- Benefits & Payroll Taxes
- All Other



District General Fund	Unaudited Actual 2014-15	Adopted Budget 2015-16
Beginning Assigned Fund Balance	\$2,855,151	\$3,361,975
Beginning Unassigned Fund Balance	\$14,951,502	\$14,576,324
Revenue	\$100,891,206	\$103,634,271
Expenditures	\$100,763,141	\$103,677,937
Difference	\$128,065	(\$43,666)
Transfer from Operating Capital	\$500,000	-
Transfer to Operating Capital	(496,418)	(528,275)
Ending Assigned Fund Balance	\$3,361,975	\$2,337,281
Ending Unassigned Fund Balance	\$14,576,324	\$15,029,077
Unassigned Fund Balance %	14.5%	14.5%
Student Enrollment	9,941	10,134

As seen in the table at right, Minnetonka spent \$10,014 per pupil in 2013-14, \$451 less than the state average of \$10,466. Overall efficiency places Minnetonka's per pupil spending below the state average and \$900 below spending average for neighboring districts.

2013-14*	Cost Per Pupil	Ranking
St. Paul	\$14,015	17
Minneapolis	\$13,829	20
Hopkins	\$11,346	73
St. Louis Park	\$10,887	90
Eden Prairie	\$10,815	93
Anoka	\$10,522	118
Wayzata	\$10,482	124
State	\$10,466	—
Edina	\$10,415	130
Minnetonka	\$10,014	167

*MDE Profiles. Most recent comparable data available.



Consolidated Financial Statement

Minnetonka School District #276 has received the *Excellence in Financial Reporting Award* every year since 1994. 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 0.3 percent of actual for fiscal 2014 and 0.5 percent in 2013.

	2014-15 Actual Amounts	2015-16 Budget Amounts	2015-16 % of Total
DISTRICT GENERAL FUND			
REVENUES			
Property Taxes	\$21,117,466	\$21,497,769	20.7%
Earnings on Investments	12,021	20,000	0.0%
Other	2,360,942	2,165,391	2.1%
Local Sources	23,490,429	23,683,160	22.9%
State Sources	75,579,956	78,070,456	75.3%
Federal Sources	1,820,821	1,880,654	1.8%
Total Revenue	\$100,891,206	\$103,634,271	100.0%
EXPENDITURES			
School Level Administration	\$2,913,724	\$2,900,622	2.8%
Elementary & Secondary Regular Instruction	56,537,934	58,995,702	56.9%
Vocational Education Instruction	523,173	661,341	0.6%
Special Education Instruction	15,746,096	16,799,279	16.2%
Instructional Support Services	4,937,380	4,997,032	4.8%
Pupil Support Services	2,964,727	2,868,974	2.8%
Sites & Buildings	6,913,553	5,992,378	5.8%
Fiscal & Other Fixed Cost Programs	1,246,608	1,176,461	1.1%
District Level Administration	721,730	696,500	0.7%
District Support Services	3,840,320	3,676,299	3.5%
Transportation	4,417,897	4,913,349	4.8%
Total Expenditures	\$100,763,141	\$103,677,937	100.0%
Net Change in Fund Balance	\$128,065	(\$43,666)	
FUND BALANCE			
Beginning of Year	\$17,806,652	\$17,938,299	
Transfer from Operating Capital	500,000	—	
Transfer to Operating Capital	(496,418)	(528,275)	
Less Assigned Balance	(3,361,975)	(2,337,281)	
Unassigned Balance	\$14,576,324	\$15,029,077	

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. View additional financial documents and reports at: www.minnetonka.k12.mn.us/finances.

Finance Advisory Committee

Pat Schmidt

Brian Larson

John Groton

Mark Ambrosen

Paul Borowski

Peter Polingo

Deirdre Keller

John Holcomb

Sandy Booth

Melissa Hallman

Paul Bourgeois

Dennis Peterson



Minnetonka Public Schools
 Dr. Dennis Peterson, Superintendent
 5621 County Road 101
 Minnetonka, MN 55345
 www.Minnetonka.k12.mn.us
 952-401-5000

NonProfit Org.
 U.S. Postage Paid
 Minnetonka
 Schools
 Permit 1287
 Hopkins, MN

INSIDE THE 2015 ANNUAL REPORT

District Goals	2
Superintendent’s Message.....	3
ACT Scores	4
National Merit Semifinalists & AP Scholar Recognition	5-7
Physics Education in Minnetonka	8
International Baccalaureate (IB) Diploma Programme.....	9
Class of 2015 College Enrollment.....	10-11
NWEA and MCA Test Results	12
Language Immersion Update.....	13
Transforming Learning with Technology	14
Tonka <CODES> Pilot Program.....	15
District Referendum November 3.....	16-19
VANTAGE Leads to Self Discovery	20
Tonka Online Students “Do More in Four”	21
District Points of Pride.....	22-23
2015 Parent and Community Surveys.....	24-25
Class of 2015 Legacy Service Project Recap	26
Preparing the World’s Best Workforce	27-29
Financial Statements.....	30-31



Two Referendum Questions on the Ballot November 3

Local school funding is a critical part of education finance in Minnesota. District voters last approved operating and technology referendums in 2007 to provide necessary funding for excellence in Minnetonka Schools. The current referendums expire in 2017 and need to be renewed to maintain the level of excellence our community expects and avoid cuts to programs, staff and services.

The District is also seeking a modest 3.6 percent increase for operations, because state funding has not kept pace with inflation during the last decade. Learn more on pages 16-19 or visit www.minnetonka.k12.mn.us/referendum

BE INFORMED AND VOTE ON NOVEMBER 3.

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

EDITORS

Janet Swiecichowski, APR, Executive Director for Communications
 Lyssa Campbell, APR, Communications Coordinator

Photo credits: Greg Helgeson, 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.

