

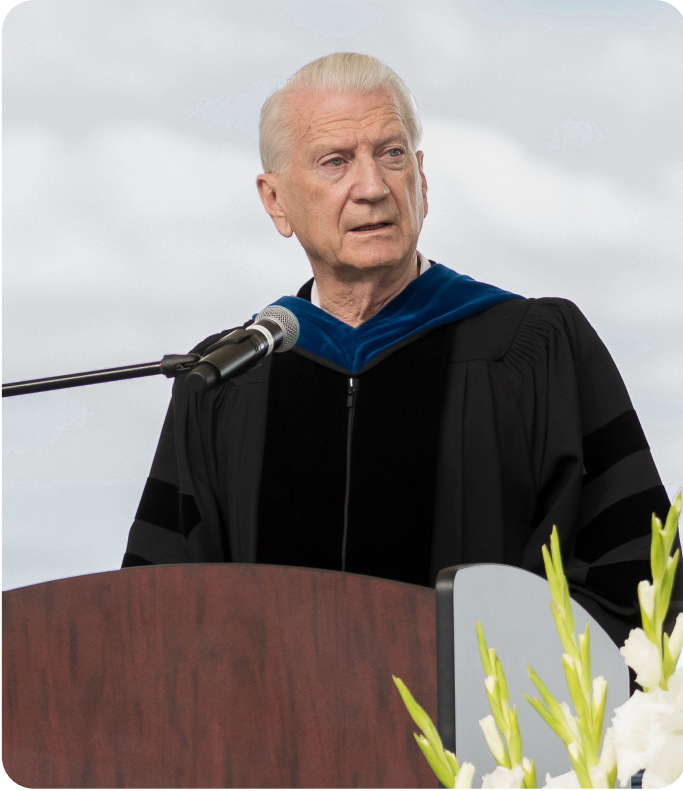
# 2020 annual report



MINNETONKA  
PUBLIC SCHOOLS



## A letter from the Superintendent



Although the [COVID-19 crisis and our implementation of e-learning](#) for all students dominated the last couple months of the school year, it is important to recognize that there have been many important achievements during this year. Despite the new model of curriculum delivery, students continued their high levels of learning.

The School Board election in November revealed strong support for incumbents who have helped build high quality, strong finances and success overall. Lisa Wagner, Katie Becker and Mark Ambrosen all received between 59% and 73% against the top four other not-elected candidates. Christine Ritchie, the other candidate who was elected, received 57% to 69% against those four.

The work of our teachers and students throughout the year was outstanding. The most critical measure of students' long-term achievement is the ACT, and this year's class reached the same average as the Classes of 2018 and 2019 at 27.7. That is the highest any Minnetonka class has ever achieved, and it is probably the highest achievement of any Minnesota public school ever. The reason for that achievement is very simple; our students know more than they have ever known because many more students are taking challenging courses throughout their high school years. The number of AP Scholars has increased again this year, as that increased number of students performed at unbelievable levels this year. More students have taken those AP tests and the IB

tests than any previous year. Furthermore, our non-Caucasian students have closed the gap with Caucasian students throughout Minnesota and America.

The most comprehensive ranking of America's schools and school districts is Niche.com. [Niche.com ranked Minnetonka as the top school district in Minnesota and #29 in America](#). I can still remember how excited we were when we climbed into the top 1,000 nationally on another measure. Minnetonka High School, MME and Scenic Heights were all ranked first in Minnesota for their respective levels. MMW was ranked number #2 in Minnesota. Groveland, Clear Springs, Minnewashta, Deephaven and Excelsior elementary schools were ranked #'s 5, 6, 7, 9 and 13, with all having A+ quality ratings. Minnetonka's teachers are ranked #1 in Minnesota and, amazingly, #9 in America. Minnetonka was also named the best place to teach. Our students have so many factors in their favor.

Finances for the District are the strongest they have ever been. Despite the financial challenges of the past year with the closure of schools, the requirements for continued paying of all employees and the requirements to provide meals and childcare service, the District has a fund balance that secures the future strength of this school district for several more years. The power of referendums passed in 2002, 2007 and 2015 and the securing of more than \$231,000,000 in revenue through Open Enrollment have given the District the ability to improve the quality of education for resident students. Without this level of revenue over the years, Minnetonka students would have had a much lower opportunity to excel. The strong support of taxpayers has enabled the excellence that the District has achieved.

Our staff has done significant work in assuring that our students' mental health is safeguarded under the Board's goal for [well-being](#). The extensive evaluation of the District's mental health support has been validated by Dr. William Dikel's in-depth review and recommendations.

[The outstanding results on the Annual Parent Survey](#) this year have shown that, despite the challenging election last fall and the COVID-19 crisis forcing the District into new learning models, parents have been very positive about our schools. Parent support is deeply appreciated, and it has enabled the District to attain its high performance level.

Respectfully submitted,

Dennis L. Peterson, Superintendent

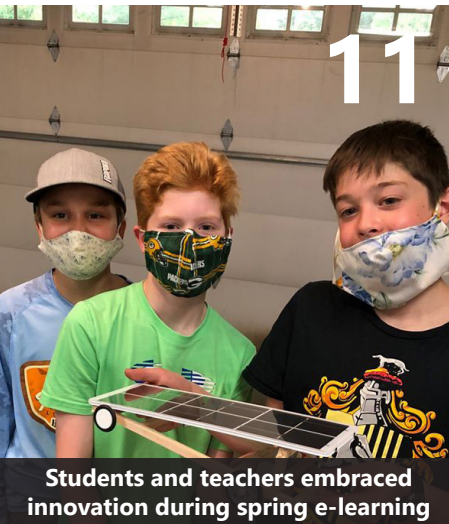


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Hear what parents had to say about Minnetonka Schools in the Annual Parent Survey recap



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The 2019 MHS Yearbook staff earned the 2020 Balfour Yearbooks award. Discover more achievements in the Points of Pride section

# Minnetonka School Board



**Katie Becker**  
School Board  
Chair



**Chris Vitale**  
School Board  
Vice-Chair



**Mike LeSage**  
School Board  
Treasurer



**John Holcomb**  
School Board  
Clerk



**Mark Ambrosen**  
School Board  
Director



**Christine Ritchie**  
School Board  
Director



**Lisa Wagner**  
School Board  
Director

## District Vision

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

## A Look Ahead: 2020-21 District Goals

The Minnetonka School Board has approved the District's goals for the 2020-21 school year, focusing on four dimensions to ensure long-term educational excellence.

**Goal 1**

### Student Well-being

In pursuit of child-centered excellence, the well-being of students is a continuing priority for families and the District. In 2020-2021, the District will continue the development and implementation of a plan that supports families' desires for their students to be socially and emotionally strong and provides the necessary level of support to students for their academic, social and emotional well-being. The District will continue to [foster and promote positive student well-being efforts](#) and identify leading causes of issues that have a detrimental effect on student well-being.

**Goal 2**

### Excellence and Belonging – Diversity. Equity. Inclusion.

The Minnetonka School Board and District Administration believe a [commitment to diversity, equity, inclusion, world-class culture and child-centered excellence](#) strengthens Minnetonka Public Schools and are committed to deepening their understanding of racial and socioeconomic factors in academic performance and discovering new strategies for closing all achievement gaps. The District believes that students who feel a sense of belonging or connectedness to their school are more likely to experience success inside and outside the classroom. Belonging is defined in this goal as a strong feeling of positive connection, acceptance and importance as a member of the Minnetonka Schools community, regardless of race, religion, gender, sexual orientation, country of origin and socioeconomic status. The District is dedicated to working tirelessly to providing a school environment where all students feel safe, welcome, supported and accepted.

**Goal 3**

### District Strategic Plan

The District will create and publish a five-year Strategic Plan for Minnetonka Public Schools with a specific lens toward the implication of flattening enrollment and the state-imposed levy cap.

**Goal 4**

### Multimodal Learning

In pursuit of child-centered excellence, Minnetonka Schools will expand the implementation of personalized learning for students and continue to develop ways to personalize instruction to meet unique needs, abilities and interests of all of our students, families and staff.

Read the complete Board goals on the District website: [www.minnetonkaschools.org/boardgoals](http://www.minnetonkaschools.org/boardgoals)



# Update on School Board Goal #1: Student Well-being

The Minnetonka School Board has continued to hold student well-being as the [School Board's Goal #1](#) for the past three years and has renewed it again for the 2020-21 school year.

**“The School Board and District leadership know that students with strong relationships and a positive sense of self are in a better position to reach their full potential,” said Katie Becker, Chair of the Minnetonka School Board. “We believe that it is essential to support all students in having a positive sense of well-being—the sense of self, identity and belonging in the world that will help them to learn, grow and thrive.”**

Minnetonka is proud of the great work that has been done to further student well-being support and processes and also recognizes the need for ongoing assessment and expanding efforts to reach and support all students who struggle with social, academic, emotional and behavioral needs. District leadership is critically aware that there are students who struggle with anxiety, depression and other mental health needs. Principals and their staff, along with all District leaders, have embraced this work, and many have made improving student well-being part of their building goals.

Two major new student well-being initiatives were carried out in the 2019-20 school year:

- Minnetonka Schools hired an outside consultant with expertise in school mental health processes to further assess efforts in addressing student well-being and mental health needs.
- Minnetonka Schools established a new advisory group for student well-being. This group consists of families, staff and community partners and will provide ongoing support to District initiatives.

## Expanding the Assessment of Student Well-being

Minnetonka Schools partnered with Dr. William Dikel, M.D. to assess its mental health processes and programs. Dr. Dikel is a renowned child and adolescent psychiatrist with extensive experience in conducting school mental health consultations and evaluations of school mental health programming. Over the course of the 2019-20 school year, he completed a comprehensive review of student data, programs of support, staffing and resources and delivered a comprehensive report to the District analyzing areas of improvement. His evaluation will further expand the District's work in needs assessment and targeted goal work for the 2020-21 school year.

Dr. Dikel commended the District for its work thus far, stating Minnetonka Schools is already doing an exemplary job of supporting students and their families. In his report, Dr. Dikel concluded, “The Minnetonka Public School District is committed to its goals of academic excellence and student and family well-being. All of the staff interviewed for this project shared a vision of a world-class school district that effectively

addresses student well-being and mental health.”

## Partnering with Community of Experts

Forming the [Minnetonka Mental Health Advisory Council](#) was another critical step for the District to further student well-being. The council's goal is to encourage community discussion and gather input from the District's key stakeholders. The District hopes this group will also develop relationships, invite student and parent voice and bring in community resources to partner in this critical work. The Mental Health Advisory Council has cross representation of parents from various grade levels, and students, District support staff, administrators, School Board members, experts from community agencies and key mental health stakeholders. Objectives for the Minnetonka Mental Health Advisory are to:

- Advise, support and pose critical questions
- Act as a communication link to the District and community
- Assist in further assessing needs and analyzing data
- Review and establish goals
- Make recommendations
- Inform District of children's mental health services
- Be leaders and share knowledge and expertise

Presently the District has 25 members on the advisory council and will hold regular meetings to further Goal #1 work and outreach to the greater community, going forward.

## Student Well-being during a Health Crisis

The COVID-19 pandemic is not only an unprecedented physical health crisis but also a mental health challenge to many. During this time of social distancing and e-learning, the District has continued with extra emphasis on these valued connections and maintaining strong supportive relationships.

**“We know that our students thrive on positive connections, structure and routines. For those who already struggle with learning or have social, emotional and behavioral needs, they may be struggling even more right now,” said Michelle Ferris, Executive Director of Student Support Services. “We can offer a lot of support to our students and families in this time of need, and we will strive to be there for each and every one of them.”**

This past spring, counselors, social workers, psychologists, school health teams, teachers and building leaders made concentrated efforts to strengthen regular support connections and increased monitoring of students' engagement and well-being. This support is ongoing and expanding in the fall of 2020 and beyond.

Students and parents are encouraged to reach out to their building support team with any concerns. Contact information and additional resources are available on the student well-being website: [www.minnetonkaschools.org/wellbeing](http://www.minnetonkaschools.org/wellbeing)



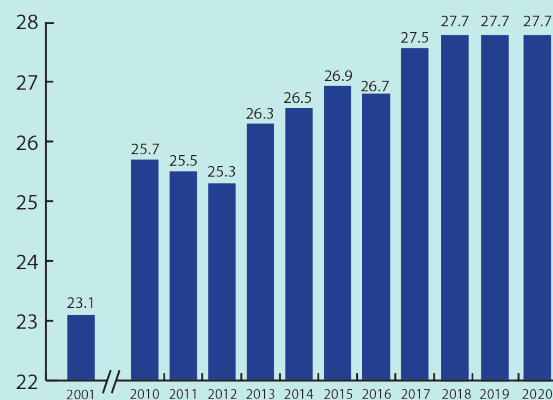
# ACT<sup>®</sup> Honoring High Achievement

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

The Class of 2020 average ACT score was 27.7, which ties both the Class of 2018 and the Class of 2019 for the highest composite score in MHS history. The average ACT for the top 100 students in the Class of 2020 was 34.7; top 200, 33.3; top 400, 30.8.

As highlighted in the 2019-20 Minnetonka Schools Annual Report, 16 students from the class of 2020 earned a top score of 36: **Alexander Arnold, Jacob Bridge, Julian Calder, Jai Chadha, Griffin Dobbins, Michael Holcomb, Thomas Lane, Nicholas Leppik, Riley Means, Quentin Mooney, Mariana Rogan, Charles Roslansky, Nathan Schneider, Skyler Seets, Dylan Tahnk-Johnson and Luke Tollefson.**

To date, Class of 2021 members **Austin Hunter, Virginia Morrow and Ming Ying Yeoh** have earned scores of 36\*.



\*Due to the COVID-19 pandemic, the MHS spring administration of the ACT for the Class of 2021 was canceled. The Class of 2021 will have the opportunity to take the ACT at MHS in October 2020 and students who receive a top score of 36 will be recognized in the 2021 Annual Report.



## Austin Hunter

“ Scoring a 36 on the ACT is definitely cool, and it is something that I’m proud of. I know I would not have been able to get that score without the many awesome teachers I’ve had throughout both middle and high school. I want to get a degree in aerospace engineering, but I’m still figuring out where I would like to go. ”



## Virginia Morrow

“ The 36 feels unreal! It was my first time taking the ACT, and I was nervous, so it felt very rewarding to get that score back. I am so grateful for my family and my teachers who taught me everything. As an IB diploma candidate, I love having the opportunity to study really interesting topics and still make the time in my school day to take visual arts and choir. ”



## Ming Ying Yeoh

“ This score is a good reminder of what I can achieve with diligence and determination. I’m very proud of my score, but I’m also going to continue to work hard. What I really want is to have my academic achievement, like this score, lead to having a greater impact in other ways. I’m still on my journey toward helping others. ”



# National Merit Semifinalists

Congratulations to the 15 National Merit Semifinalists and 36 National Merit Commended students from the Class of 2021. Students enter the National Merit Program by taking the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in the fall of their junior year. More than 1.6 million juniors entered the competition for 2021, and of those, approximately 16,000 (~ top 1%) were named National Merit Semifinalists.



Front row (l-r): Winston Lu, Julian Byrne, Lucca Carlson, Grant Thomas, Rebekah Thomasson  
Second row (l-r): Maya Moy, Ming Ying Yeoh, Grace Roemig, Alex Illarski (not pictured)  
Third Row (l-r): Kelsey Lunzer, Nathan Turcotte, Crystal Lin  
Back Row (l-r): Dylan Olson, Aidan Barker, Austin Hunter, Principal Jeff Erickson

# IB Graduates

Congratulations to the 44 class of 2020 students who earned the International Baccalaureate (IB) Diploma; of those, 20 earned an IB Bilingual Diploma in Chinese or Spanish.

Hannah Anderson	Alex Piguillem Serra
Jacob Baer	Dylan Pitt
Jordan Bilderbeek*	Ainsley Randall*
Meghan Collins*	Neel Rao
Bentley Cranbrook*	Grace Robinson*
Elizabeth Flanagan	Anna Roiger
Evan Freed*	Julia Ruelle*
Meghan Fries*	Jacob Sandum*
Hope Gimse	Alec Sanschagrín*
Adrian Gonzalez*	Jeana Schafer
Olivia Jones	Sarah Schubbe
Elli Klauda	Skyler Seets*
Evan Komis*	Sylvia Shutes*
Grace LeCrone	Katarina Sisombath
Madelyn Lego	Madison Tan*
Maddison Lind	Clair Tomari-Leak
Lauren Marty	Ella Waldron*
Isabella Milacnik	Leif Walker**
Owen Mischio	Elizabeth Walsh
Georgia Morrow	Tabitha Wroblewski
Augustus Paddock*	Alexis Zucker*
Liam Pender	Giovanni Zullo*

\*IB Bilingual Diploma - Spanish

\*\*IB Bilingual Diploma - Chinese

# Internationally-ranked in Reading, Science and Math

READING		MATH		SCIENCE	
MINNETONKA	561	B-S-J-Z (CHINA)	591	B-S-J-Z (CHINA)	590
B-S-J-Z (CHINA)	555	SINGAPORE	569	MINNETONKA	574
SINGAPORE	549	MINNETONKA	552	SINGAPORE	551
HONG KONG	524	HONG KONG	521	JAPAN	529
FINLAND	520	JAPAN	527	FINLAND	522
KOREA	514	KOREA	526	KOREA	519
JAPAN	504	CANADA	512	CANADA	518
CANADA	520	FINLAND	507	HONG KONG	517
UNITED STATES	505	UNITED KINGDOM	502	UNITED KINGDOM	505
UNITED KINGDOM	504	GERMANY	500	AUSTRALIA	503
AUSTRALIA	503	AUSTRALIA	491	GERMANY	503
GERMANY	498	UNITED STATES	478	UNITED STATES	502
BRAZIL	413	BRAZIL	377	BRAZIL	401

In December 2019, a sample of 69 Minnetonka High School sophomores were selected by the Organization for Economic Co-operation and Development (OECD) to take the *OECD Test for Schools*. According to that test, if Minnetonka were a country, it would rank number one in reading, number three in math and number two in science when compared to the average results of top-performing countries and economies around the world.





**NATIONAL AP SCHOLARS\*****CLASS OF 2020**

Elizabeth Andraschko  
Alexander Arnold  
Dakota Bibeau  
James Bohn  
Jacob Bridge  
Julian Calder  
Jai Chadha  
Griffin Dobbins  
Alexandra Farrell  
Marianna Helgeson  
Levi Hoogendoorn  
Sterre Hoogendoorn  
Frank Isaacson  
Michael Jacobs  
Gunnar Jagodzinski  
Karsten Johnson  
Moosa Khan  
Blake Knutson  
Chelsea Lai  
Thomas Lane  
Mark Larson  
Jaden Ma  
Riley Means  
Maxwell Meyer  
Quentin Mooney  
Sophie Moore  
Theodore Peters  
Harrison Richman  
Andres Rivas  
Mariana Rogan  
Charles Roslansky  
Samuel Roslansky  
Alexander Schneider  
Nathan Schneider  
Maya Schrof  
Skyler Seets  
William Sepesi  
Ishan Sodhi  
Sarah Stolar  
Dylan Tahnk-Johnson  
Maria Volkova  
Anna Wander

**CLASS OF 2021**

Catherine Borisova  
Priscilla Bunday  
Lucca Carlson  
Hariharan  
Chidambaram  
Andrew Hale  
Austin Hunter

Alex Iliarski  
Matthew Klemm  
Zachary Levy  
Emil Liden  
Winston Lu  
Dylan Olson  
Rohan Parnerkar  
Grace Roemig  
Grant Thomas  
Nathan Turcotte  
Steven Wang  
Ming Ying Yeoh

**CLASS OF 2022**

Rory Cole  
Omar Elamri  
Afif Khan  
Elizabeth Morgan  
Luke Patefield  
William Walker  
Elizabeth Wang  
Jack Wherry

**AP SCHOLARS WITH DISTINCTION\*\*****CLASS OF 2020**

Alexandra Abbott  
Macie Anundson  
Dominic Barry  
Elisabeth Bautista  
Ryan Benson  
Ellie Bergfalk  
Jordan Bilderbeek  
Nathan Bodger  
Joshua Butcher  
Olivia Callister  
Justin Carter  
Ellie Copeland  
Audrey Cote  
Carmen Curry  
Jacob Dominski  
McKenna Eggers  
Isabelle Erickson  
Josephine Erickson  
Sarah Erickson  
Ariella Fogel  
Grant Foslien  
Ashley Frankwitz  
Meghan Fries  
Gabriel Germain  
Thomas Gibney  
Cross Gibson  
Aidan Gonzalez

Thomas Graupmann  
Dylan Green  
Emma Gross  
Claire Hanley  
Andrew Hartmann  
Kaden Haugdahl  
Clare Heaton  
Katelyn Hermanson  
Michael Holcomb  
Isabella Hueffmeier  
Elliott Ische  
Aditi Jayashankar  
Daniel Johnsen  
Annalise Johnson  
Joseph Johnson  
Zachary Johnson  
Gabrielle Jore  
Eva Kaim  
Annie Keenan  
Gavin Keithly  
Quinten Kinney  
Harry Koeppen  
Evan Komis  
Emily Lampat  
Seyoung Lee  
Nicholas Leppik  
Nissa Leppik  
Benjamin LeSage  
Abby Lewis  
Max Lindholm  
Nicollette Lindsay  
David Mahannah  
Michelle Mazo  
Mary McDonald  
Ellen McRae  
Justin Melander  
Olivia Meredith  
Owen Mischio  
Sydney Monge  
Jack Nelson  
Benjamin Norheim  
Rowan O'Connell  
Isabel Osterhus  
Joshua Palm  
Lucie Peltier  
Mary Petrosian  
Gabrielle Pfieffer  
Taylor Pint  
Eli Quist  
Faith Quist  
Walker Reding  
Austin Roberts  
Mitchell Robinson  
Anna Roiger  
Julia Ruelle  
Jacob Sandum  
Erika Schmidt  
Jackson Schroeder  
Daniluz Schueller  
Barrett Seeley  
Adynn Stedillie  
Emma Stevenson  
Nathaniel Stratton

Andrea Sundem  
Caroline Swenson  
Gabrielle Natalie Tan  
Madison Tan  
Andrew Thompson  
Reese Thompson  
Luke Tollefson  
Trisha Trinh  
Emma Tripp  
Connor Wayman  
Katherine Weick  
Andrew Wilcox  
Madeline Wilson  
Xinyue Yin  
Dylan Zitzloff

**CLASS OF 2021**

Ahlaam Abdulwali  
Ella Albrecht  
Christina Anderson  
Lucas Anderson  
Trevin Anderson  
Haley Andrews  
Alexander Armstrong  
Emma Baden  
Aidan Barker  
Lauren Benoit  
Isaac Berlin  
Benjamin Binder  
Samuel Bodeau  
Kyle Briesemeister  
Bryce Burkhardt  
Julian Byrne  
Harrison Carney  
Caitlyn Carroll  
Ally Chan  
William Cooke  
Alison Crandell  
Kayley Crawford  
Berit Cummings  
Urmee Das  
Eleanor Dolan  
Samantha Dong  
Matthew Eichelman  
Nathan Eisenmann  
Kali Engeman  
Hailey Ens  
Mikaela Fernandez  
Erinn Fiedler  
Nathyn Fine  
Anna Geldert  
Michael Ginzburg  
Camden Haaland  
Eddison Habas  
Lydia Heupel  
Eli Hooker Reese  
Dylan Horner  
Gus Johanson  
Owen Kaul  
Charles Kiffin  
Jayanth Kurup  
Solveig Lee  
Ivan Li

Crystal Lin  
Benjamin Lindeen  
Lucia Loosbrock  
Corey Lundgren  
Tessa Lundheim  
Kelsey Lunzer  
Marcell Magyar  
Allyson Mattson  
Peter McNabb  
Elliot Moe  
Maya Moy  
Frances Murphy  
Molly Oehme  
Lena Pak  
Eleanora Papp  
Lily Peterson  
Cael Pfeffer  
Benjamin Raichert  
Madeleine Ramaker  
Bryce Rega  
Isabella Richmond  
Patricia Robben  
Lauren Ross  
Ethan Sandum  
John Karl Schmid  
Cooper Schoshinski  
Marius Schueller  
Michelle Senescall  
Maya Silver  
Kaitlyn Skistad  
Matthew Sundry  
Brice Sutfin  
Benjamin Tang  
Rebekah Thomasson  
Robert Wang  
Graham Ward  
Jessica Weinberg  
Daniel Yang

**CLASS OF 2022**

Nathan Abraham  
Benjamin Affolter  
Benjamin Arnold  
Andrew Bertsch  
Nicholas Carver  
Ava Chen  
Zhaomeng Chen  
Vlad Ciubotaru  
Kruthica Dama  
Lucas Edwards  
Yousef Eldahshoury  
Ian Esser  
Noah Friedman  
Parker Griswold  
Kaden Hansen  
Patrick Heitz  
Hadley Herwig  
Abby Hoekstra  
Maximilian Horner  
Claire Huang  
Quentin Hughes  
Forrest Johnson  
Eva Kashyap

Grace Kaung  
Caden McDaniel  
Ryan McQuirk  
Emily Nikas  
William Rooke  
Benjamin Rothman  
Alexander Soltau  
Scott Sorensen  
Nathan Sun  
Zara Thomas  
Rostyslav Volkov  
Omar Yousef

**AP SCHOLARS WITH HONOR\*\*\*****CLASS OF 2020**

Michael Allen  
Matthew Awes  
Jacob Baer  
Chloe Beason  
Isabelle Bong  
Isabella Buenting  
Madison Buhse  
Brady Caron  
John Czerwinski  
Kathryn Del Monte  
Khan Dickel  
Samantha Dragseth  
Aidan Edge  
Abigail Erickson  
Dustin Grieme  
Benjamin Gundershaug  
Julian Heyman  
Lucia Hill  
Bryn Howe  
Mason Hurt  
Owen Johnson  
Olivia Jones  
Marcus Knowles  
Jorrun Kuehn  
Alexa Lacombe  
Braedon Lacomby  
Margot Lahti  
Max Lauerman  
Sophia Lehr  
Andrew Linden  
Joy Loberg  
Ryan Lund  
Allison Lundborg  
Nicolo Lutz  
Isabelle Maddalena  
Lauren Marty  
Julia Mau  
Christian McCullough  
Kyli Nault  
Addison Pajor  
William Pears  
Mia Pfeffer  
Jenny Ruliffson  
Andrew Sanders  
Jeana Schafer  
Nathaniel Schimke

\* National AP Scholars: Students who receive an average score of at least 4.0 on all AP exams taken, and scores of 4 or higher on 8 or more exams.

\*\* AP Scholars with Distinction: Students who receive an average score of at least 3.5 on all AP exams taken and scores of 3 or higher on 5 or more exams.

\*\*\* AP Scholars with Honor: Students who receive an average score of at least 3.25 on all AP exams taken and scores of 3 or higher on 4 or more exams.

\*\*\*\* AP Scholar: Students who receive scores of 3 or higher on 3 or more AP exams.



Ethan Silverman  
Madelyn Swanson  
Julianna Torelli  
Jobun Tornga  
Carson Velcheck  
Jack Vukovich  
Sean Wacker  
Leif Walker  
Russell Williams  
Alexis Zucker  
Giovanni Zullo

#### CLASS OF 2021

Julian Baker  
James Bank-Ivers  
Lars Birhanzel  
Jillian Bluestein  
Robert Borchert  
Dominic Bradburn  
Anna Bricker  
Erin Brose  
Allison Carlson  
Anna Cherian  
Gavin Clark  
Jacob Durenberger  
Elijah Egan  
Aaron Frommelt  
Abigail Gabler  
Samuel Gallagher  
William Garry  
Sophia Haydon  
Annalise Johnson  
Derek Kieser  
Anna Laikind  
Chloe Langerman  
Grace Lenk  
Grace Liu  
Dalton Lohrenz  
Owen Murphy  
Lori Om  
William Pohlen-LaClare  
Anika Powers  
Isaac Reeder  
Ellianne Retzlaff  
Ella Roach  
Monica Ruoff  
Mya Sato  
Andrew Seo  
Jolie Shedd  
Caroline Simning  
Marilyn Simonsen  
Karalee Sit  
Olivia Smith  
Annika Tamte  
Ayden Tiede  
Emily Waddell  
Lael Warren  
Taylor Way  
Matthew Wenning  
Lisa Wipf  
Franklin Zhou

#### CLASS OF 2022

Abra Arora  
Kyle Cingi  
Adelyn Diaz  
Jackson Jaffe  
Vikranth Kurup

Chaehyun Lee  
Walker Liu  
Joseph Mattson  
Regan Miller  
Delaney Nordos  
Sophie Pederson  
Erik Quam  
Cole Rabe  
Henry Rosenhagen  
Nigel Schmidtlein  
Declan St John  
Leah Tift  
Sanna Walker  
Jocelyn Wartnick  
Greta Weeks  
Katherine Young

#### CLASS OF 2023

Carter Friese  
Jacob Moss  
Jenny Quan  
Luke Rowen  
Austin Wang  
Luke Williams  
Jerry Zhang

#### AP SCHOLARS\*\*\*\*

#### CLASS OF 2020

Isaac Alberts  
Lexandra Arabanos  
Brock Banken  
Walter Barry  
Eric Benson  
Treven Bolton  
Matthew Brady  
Samantha Burmeister  
Andrew Carroll  
Benjamin Chayet  
John Deslauriers  
James Diebel  
Daniel Edwards  
Jack Eichhorn  
Ijeoma Ekpelibe  
Maddi Fidler  
Benjamin Frazier  
Owen Freebersyser  
Leah Fritts  
Jonathan Gaffney  
Ashleigh Gifford  
Nicholas Gilbertson  
Hope Gimse  
Olivia Graupmann  
Jeremy Haefner  
Marina Handt  
Dylan Hawley  
Annika Hellerud  
Jamie Hessian  
Lilly Houser  
Hanna Inoue Goes  
Emilia Johnson  
Faith Johnson  
Taya Johnson  
Taylor Kamps  
Samuel Karrick  
Jordan King  
Annika Kirkwold  
Julia Kurth

Annalise Lacourse  
Lauren Lacourse  
Samuel Landt  
Kendra Lawrance  
Sierra Leckie  
Sarah Lehr  
Haakon Lien  
Mary Lindberg  
Kai Louie  
Anna Lucas  
Kayla Mahabadi  
William Manning  
Lacey Martin  
Chloe Mayberry  
Kate McHugh  
Tyler McReavy  
Nora Meeker  
Joshua Moe  
Emma Montejó Flandes  
Georgia Morrow  
Malachi Moses  
Jacob Mostoller  
Cayden Nadolney  
Gabrielle Odom  
Jake Oppegaard  
Ava Osmon  
Ethan Palm  
Allison Peck  
Lara Rahman  
Ainsley Randall  
Carlos Rivera Giron  
John Rivers  
Samuel Roehl  
Jack Rosenberg  
Katie Sandler  
William Schulenberg  
Max Sedley  
Grace Seifert  
Michael Shelstad  
Jack Slater  
Chloe Smith  
Jacob Sramek  
Cameron Steele  
Benjamin Steiger  
Evan Steingas  
Alexander Stolz  
Garrett Synstelién  
Michaela Tabor  
Haimanot Tadesse  
Sandler Tollefson  
Clair Tomari-Leak  
Garrett Trapnell  
Chase Trinh  
Vincent Trinh  
Carly Weber  
Henry Wehrmann  
Noah Wiese  
Remi Wollan

#### CLASS OF 2021

Samuel Ackerson  
Ezra Anderson  
William Anderson  
Grace Arndt  
Annelou Baars  
Libby Bailey  
Chase Banken  
Seamus Barry

Nicolas Beck  
Ryan Berchild  
Marli Bertagnoli  
Eryn Bishop  
Seth Bredael  
Emme Brooks  
Shannon Chambers  
Ella Christenson  
Katherine Clark  
Samuel Cote  
Naomi Daigle  
Sheppard Denton  
Sidney Dickinson  
Abby Engdahl  
Isabelle Erhart  
Dylan Erickson  
Eric Frederickson  
Adam Getzkin  
Emma Gray  
Alexander Hawks  
Ryan Herbert  
Daniela Hernandez  
Merlin  
Alexander Holiman  
Lily Janousek  
Sophia Joo  
Joseph Justinak  
Peter Keese  
Matthew Kelly  
Truman Klein  
Tyler Kueppers  
Quinn Lee-O'Halloran  
Zachary Loomis  
John Manning  
Emily Marceau  
Clement Mathieu  
Lenora McFall  
Ian Meyer  
Cole Mizutani  
Virginia Morrow  
Olivia Muehlberg  
Ellie Muench  
Emily Nicoletta  
Shannon O'Meara  
Rudy Paddock  
Luke Peifer  
James Plombon

Christian Poppie  
Tessa Ramsden  
Madison Rausch  
Frederic Rile  
Riley Sandom  
Elise Schmidt  
Riley Sellars  
Gabriel Smerillo  
Annabelle Smiley  
Anna Smith  
Calista Smith  
Hang Song  
Scott Streff  
Isaac Struble  
Sean Studenski  
Jack Sullivan  
Emma Tevogt  
Nolan Trinh  
Malese Vesledahl  
Haley Wegscheid  
Nicholas Westberg  
Lucas Weyenberg  
Paige Wispon  
Tristan Wischmeier  
Grette Yang  
Benjamin Yetka  
Zoe Zurn

#### CLASS OF 2022

Samira Ahmed  
Madison Andrews  
Grace Campbell  
Reece Carlson  
Rylie Carlson  
Aiden Chalmers  
Benjamin Chung  
Britney Dang  
Jameson Deneen  
Jordyn Ehlert  
Annika Elvestrom  
Ella Friese  
Kyla Fung  
Stanley Gagner  
Angelica Ginzburg  
William Goehle  
Maria Viviana Gonzalez  
De La Cruz

Tristan Green  
Kaelin Hansen  
Phoebe Hanson  
Bryan Heaton  
Natalie Heer  
Brayden Honey  
Kerrera Jackson  
Emily Joseph  
Maija Kangas  
Emma Komis  
Emma Konezny  
Aida Lengeling  
Maxwell Maveus  
Zoe Meyer  
Rebecca Pace  
Isabel Pillai  
Diego Pitt  
Nareen Pogożelski  
Sriya Pulavarthi  
Emily Riemer  
Celia Salita  
Sophia Sanna  
Marten Shears  
Lauren Streff  
Katrina Tadros  
Vivian Van Holland  
Aerwen Van Santen  
Sarina Webster  
Carson Witte  
Heinrich Wurdell  
Enrong Yao  
Catherine Zhang

#### CLASS OF 2023

Tyson Allen  
William Anderson  
Aidan Bartz  
Nicholas Breitling  
Ethan Chen  
Rachel Gerber  
Aleen Jude  
Meiling Mathur  
Merlin Morton  
Peyton Olson  
Antonis Pappas  
Benjamin Trinh  
Eliot Yeshaya

	National AP Scholar	AP Scholar with Distinction	AP Scholar with Honor	AP Scholar
2020	66	278	128	207
2019	69	254	141	211
2018	73	269	119	212
2017	60	237	98	211
2016	40	220	93	151
2015	43	192	99	169
2014	42	133	64	165
2013	36	145	78	137
2012	37	76	67	125
2011	27	76	51	86
2010	25	81	55	98





## Best Wishes to the Class of 2020!

*\*659 graduates out of 789 have reported their post-secondary plans include two- or four-year college; 11% of graduates have not reported their plans*

# 99%

of seniors graduated

# 85%

are college-bound

# 35%

attending Minnesota  
colleges and universities

# 76%

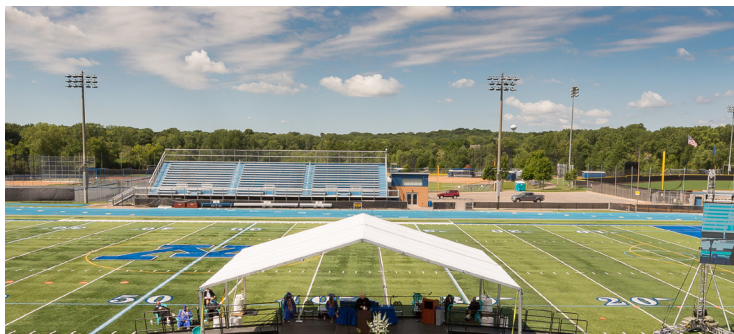
attending 4-year  
colleges and universities

# 9%

attending 2-year  
colleges

# 11

students entering  
military service









# Responding to COVID-19

The COVID-19 pandemic brought unanticipated change to the 2019-20 school year, but throughout these challenging circumstances, Minnetonka Public Schools continued to provide unmatched educational opportunities for students across grade levels.

Well before schools across the state were ordered to close, District leaders outlined a plan that would ensure students would thrive both socially and academically in the event that in-person learning became untenable.

"This spring was an extremely fluid situation — changing daily," recalled Dr. Dennis Peterson, Superintendent of Minnetonka Schools. "Our staff put in many hours to develop a comprehensive plan that was flexible enough for us to respond to any situation involving COVID-19 within our schools. When the shutdown of every school in the state occurred in March, we were already well-prepared for e-learning."

Governor Tim Walz ordered schools to close on March 15, and District leaders immediately put the COVID-19 response plan into motion. Minnetonka Schools' administrators, teachers and staff worked together to ensure families and students were supported during the closure. Childcare for emergency workers was facilitated through the Explorers program, and Nutrition Services provided meals free of charge to children 18 and under throughout the school closure.

To equip all students for e-learning, the School Board approved the purchase of 3,520 iPads for grades K-3 to ensure devices were available across the District beginning in the 2020-21 school year. "The onset of the COVID-19 pandemic created a need to deliver curriculum through e-learning for all grades," said Mike Dronen, Executive Director of Technology. "Procuring iPads for our youngest students ensures that if e-learning continues to occur, all students have the best opportunity to access curriculum and to continue their progress."

For more information on the District's COVID-19 plan, visit: [www.minnetonkaschools.org/COVID-19response](http://www.minnetonkaschools.org/COVID-19response)



## E-learning: Child-centered Excellence in Unprecedented Times

The Governor's executive order provided districts with a two-week preparation period to support teachers and administrators in moving curriculum online. Using technology tools already in place—such as Seesaw, Schoology and Google Classroom—Minnetonka Schools was prepared to launch online learning as early as March 18. Due to the State of Minnesota's timeline for e-learning and Minnetonka's scheduled spring break, online learning began on Monday, April 6.

Many teachers used the extra preparation time to share optional extended learning content with their students to help supplement learning. Teachers also checked in with students to see how they were doing mentally and emotionally as the daily school routine had changed. "We have such a great school community, and we're so used to spending part of most days together that it feels natural to reach out—even if only virtually—during this time," said Sara Martinson, an English teacher at MHS. Ms. Martinson posted regular updates to Schoology encouraging students to keep reading and relaxing.

At Deephaven Elementary, Principal Bryan McGinley's daily messages were accompanied by student-submitted jokes in a dedicated section called "Start the Day with a Smile."

As e-learning continued through the spring, teachers worked hard to make sure their classes still held special moments for students. At Groveland Elementary, physical distance couldn't stop the annual fifth grade Solar Car Sprint. This year-end activity is meant to inspire students to get creative and work together in order to solve problems while learning about the science behind how the cars they will build work.

"We were in the middle of forming teams and purchasing kits when the pandemic sent us all home," recalled Brent Frank, a fifth grade teacher at Groveland and the race's organizer. "Right away, it just felt like we had to try and finish the year with this project in place."

With kits already ordered, families were able to do a curbside pick-up of supplies at Groveland. And, with the help of a demo video that Frank recorded showing students how the cars were raced, the car building began. All through May, Frank received videos of students racing the cars they had built at home. "I was just so proud and excited that they had stuck it out and persevered," he said.

Students showed resilience in the face of the year's unexpected change. "I have found that online learning is challenging because of the unfamiliarity, but it also has lots of positives," said MHS student Virginia Morrow. "Being at

home comes with the gift of time and flexibility. Even though I can't see my friends in person, there are lots of ways to stay in touch."

"It has been heartening to observe so many of our staff working together to build thoughtful and comprehensive e-learning opportunities for students," said Dr. Peterson, Superintendent of Minnetonka Public Schools. "We are also humbled by the generous words and offers of support, patience and kindness that so many parents have expressed to our principals, to our teachers, to our staff and to me. It's an incredibly difficult time, and I want to recognize that without parent and community support, it would have been much more challenging for our staff to accomplish the amazing things they did this spring."

The Minnetonka School Board approved a hybrid learning plan for the 2020-21 school year that follows a graduated in-person to e-learning continuum, progressing from in-

person instructional time for elementary students to mostly e-learning for high school students. The plan also provides an e-learning option built on the feedback and learning from the spring that any family may select for their child(ren), to ensure every family can make the most appropriate choice for them.

Minnetonka Schools will continue to prepare options for additional hybrid or fully open scenarios that could be used as health conditions improve, as well as for the possibility of another closure. Because of the unpredictable nature of the COVID-19 pandemic, the District's plan may change throughout the year, but the pursuit of world-class, child-centered excellence in education has not and will not shift.

For more information on the District's 2020-21 Back-to-School Plan, visit: [www.minnetonkaschools.org/back-to-school-2020](http://www.minnetonkaschools.org/back-to-school-2020)

## Meeting the Challenge of E-learning



### ELEMENTARY SCHOOL

Curt Carpenter, principal at Clear Springs Elementary, continued his practice of beginning each school day with a "mindful minute," so that students and staff calm their minds to prepare for a new day of learning. Instead of playing a song over the school PA system, however, he shared voice recordings with families each morning via email. Students participated by nominating songs to be featured in the mindful minute.



### MIDDLE SCHOOL

Joel Newman and Scott Storlie, two teachers at Minnetonka Middle School East, decided to personally visit their students (from a proper social distance) by biking through their neighborhoods. Mr. Newman and Mr. Storlie mapped out different routes to visit each week. Their goal was to visit all 90 of their students by the end of the school year. "Seeing students' faces—surprised, excited and even confused—was such a joy for both of us," recalled Mr. Storlie.



### HIGH SCHOOL

Minnetonka Research program director Kim Hoehne moved the annual year-end symposium event online using the virtual conference tool Whova. "Thinking on their toes and replying to live questions is such an important skill when communicating about science with the public," said Ms. Hoehne. Minnetonka Research now has a digital archive of students' live presentations, viewable by this year's incoming researchers.



# Update on MHS Signature Programs



VANTAGE, Minnetonka High School's advanced professional studies program, celebrated its seventh year in 2019-20. Through rigorous academic coursework, lectures from guest instructors, mentoring from industry professionals and case study projects proposed by local businesses and nonprofit organizations, VANTAGE students hone the presentation, communication and problem-solving skills needed to shine in a professional environment.

"When students complete the VANTAGE experience they gain confidence and a set of soft skills that don't develop for most young adults until their mid-to-late 20s," said Roger Andre, director of VANTAGE. "VANTAGE alumni know how to collaborate with teams, make progress on complex programs, communicate professionally, lead and operate in professional environments."

As part of VANTAGE, students spend half of their school day in their VANTAGE strand. New in 2019-20, User Experience (UX) Design joined the robust portfolio of courses—including Business Analytics, Design + Marketing, Digital Journalism, Global Business, Global Sustainability and Health Sciences—that students may select from when they register for VANTAGE.

The UX Design strand was developed after computer science came to the forefront through student listening sessions and staff and industry professionals' feedback. "UX Design is an industry that has grown astronomically," said Andre. "Combining art and computer science creates unique potential. Like with the other VANTAGE strands, our students' opportunity to become employable at a young age is very real."

In the VANTAGE program, students pursue real-world ways to apply their coursework beyond the classroom. One of these hands-on learning experiences is the annual Shark Tank competition, at which Global Business students present their original business ideas for professional critique and review. Top finishers at the Minnetonka event have gone on to excel at state level competitions, including the University of St. Thomas Business Plan Competition. In 2019-20, [two VANTAGE teams won top honors](#)—Lara Rahman '20 and Ally Mattson '21 took first place with their company, The Posh Pony, earning a \$10,000 prize, and Lauren Benoit '21, Ally Chan '21 and Cael Pfeffer '21 took third with their company, Safe Stuffing, earning \$2,500.

"I expected to come out of VANTAGE with a greater knowledge of business, but I didn't anticipate how

much I would grow personally. VANTAGE has aided my professionalism, communication skills and problem-solving abilities," said Mattson. "At Minnetonka, we have a unique chance to immerse ourselves into the business world at an early age, and I think this will prove to be very beneficial in college and beyond. Because of the resources offered at VANTAGE, I can't recommend it enough!"

Between program mentors, guest instructors, project partners, site visit hosts, judges for internal competitions and project coaches, more than 1,000 volunteers come together each year to make VANTAGE a success. "With all of our guest instructors, students hear from a variety of voices each day, and that makes for an exciting classroom environment," shared Andre.

VANTAGE grew from 266 students in 2018-19 to 338 students in 2019-20. Together, VANTAGE students completed 150+ projects for companies and organizations across the Twin Cities, including Best Buy, United Health Group, Habitat for Humanity, NBC Universal, MN United, Gale Woods Farm and more. Learn more about mentoring or partnering with VANTAGE: [www.minnetonkaschools.org/VANTAGE](http://www.minnetonkaschools.org/VANTAGE)



**Ally Mattson**

*"When I heard about Minnetonka's VANTAGE program I knew I needed to take advantage of this unique opportunity. VANTAGE gave me a glimpse into the business world and helped shape my future career plans. VANTAGE revealed a passion I have for business. More specifically, VANTAGE projects grew my interest in marketing and entrepreneurship."*



The 2019-20 school year ushered in another season of growth for Minnetonka Research, the District's inquiry-based collaborative research program. Now in its fourth year, Minnetonka Research increased from 62 to 75 students, with 10 students returning for a second year and one student completing a third project through the program.

"One of the highlights of leading Minnetonka Research each year is seeing the different ideas, questions and projects students are passionate about and then watching them dive deep into the process and creatively problem solve through the entire journey," said Minnetonka Research director Kim Hoehne. "Students help one another and share expertise. Mentors are instrumental to our success and are extremely supportive. The staff I work with are always student-focused and service-oriented. It truly feels like a family."

As part of Minnetonka Research, students develop their own research questions from an area of personal interest and spend the year executing the steps to test their hypotheses.

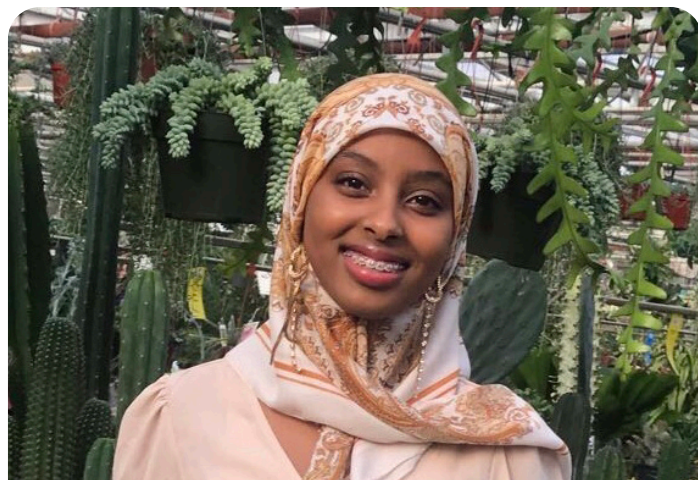
In the course of coaching students through the research process, teachers work with students to develop the real-world skills that will enhance their inquiry aspirations: communication, critical thinking, creativity and collaboration. Finding their own research mentors is one of those growth moments, according to instructor Kevin Burns. "We encourage students to reach out directly to the authors of the research papers they are reading, and those inquiries provide a great learning experience both personally and professionally," he said.

In 2019-20, students engaged mentors from top universities and research institutions around the globe, including Brown University, Georgetown University, the California Institute of

Technology, the Academy of Sciences of the Czech Republic and the UK Centre for Ecology and Hydrology.

All [75 Minnetonka Research students in 2019-20 presented at the Twin Cities Regional Science and Engineering Fair](#). Thirty-three went on to qualify for state-level competition, and 25 participated in the State Science and Engineering Fair, which was held virtually. Thirteen students earned 20 state awards, and one student, William Sepesi '20, was named a Regeneron International Science and Engineering Fair Finalist for his project, *A Machine Learning Approach to Pokemon Battling*. Due to the COVID-19 pandemic, the in-person International Fair was canceled for 2020.

In addition to the poster sessions, students wrote academic articles to summarize their research for the *Journal of Minnetonka Research* and participated in a virtual year-end research symposium. Learn more about student research projects: [www.minnetonkaschools.org/research](http://www.minnetonkaschools.org/research)



**Ahlaam Abdulwali**

"When I first visited MHS, the thing that stood out the most was the [Minnetonka Research] lab. It looked amazing. I learned that the program was very self-driven, so I thought that would be a good fit for me. There were topics I was already interested in researching."

## TonkaOnline

Now in its eighth year, Tonka Online is the District's signature program for students in grades 8-12 who want to take high-quality online courses in a flexible environment. Throughout the school year and summer, Tonka Online helps students to map their four-year plan and pursue their interests by offering more than 50 classes, including 13 AP courses.

"Tonka Online courses provide students with flexibility to learn at their own pace and time. It is exciting to see online students become empowered learners and gain confidence to take on new modes of learning while maintaining a supportive relationship with our outstanding teachers," said Ben Stanerson, teacher lead for Tonka Online.

Total program enrollment has grown from 176 students in 2014-15 to 1,851 students in 2019-20. The number of Minnetonka students enrolled in courses through Tonka Online increased by 18.7% in 2019-20 over the previous school year, and out-of-district interest in Tonka Online grew, as well.

In 2020-21, Tonka Online is expanding its course catalogue with four new classes: Global Studies and Economics, Spanish III Honors, Accelerated AP Statistics and a FACS course entitled Personal and Family Relationships. Learn more about online learning: [www.tonkaonline.org](http://www.tonkaonline.org)





MOMENTUM, Minnetonka High School's newest signature program, launches in the fall of 2020. Focused on design and skilled trades, MOMENTUM provides many new opportunities for students. During the 2019-20 school year, staff and administrators worked hard to reshape the technical education program into the MOMENTUM program.

"Minnetonka is always looking for ways to provide and improve upon excellent educational experiences for students that meet their interests and passions," said Minnetonka High School Principal Jeff Erickson. "The name MOMENTUM captures the hands-on, forward motion and forward-thinking that is part of this work. It's broad and expandable as we grow the offerings of this program."

By engaging with student focus groups and a Minnetonka High School Trades Advisory Board, the District explored both the needs surrounding post-secondary opportunities in the skilled trades and how Minnetonka could best prepare students to succeed in that industry.

According to the U.S. Bureau of Labor Statistics, the skilled trades gap in the United States is expected to reach three million job vacancies by 2028. Through MOMENTUM's hands-on, project-based coursework, MHS students will develop and demonstrate the critical thinking and problem-solving skills needed to stand out to employers.

MOMENTUM will follow the model of innovative programs such as VANTAGE and Minnetonka Research, bringing together professional connections, real-world experiences and new and improved courses, such as Metal Sculpture and the Physics of Home Renovation, which are new for 2020-21.

"We take a core concept like physics and an elective like home renovation, and marry them together for a really unique experience," shared Brent Veninga, a member of the MOMENTUM instructional team. "MOMENTUM students will engage in experiential learning. We want to get as many hands-on activities as possible out there so that they can see what classroom content looks like in the real world. It's taking applied learning to the next level."

MOMENTUM's unique experiences will include collaboration and volunteer activities with organizations such as Twin Cities Habitat for Humanity, where students will learn about home construction from subject matter experts in the field. RJM Construction and HGA will provide students with a virtual experience for their Plymouth Creek Center Renovation and Expansion Project, allowing students the opportunity to engage with professionals in structural engineering, architecture, project management, safety and other construction professions using a virtual rotation approach to a large-scale building renovation.

As part of the program, MOMENTUM students will have the choice to pursue one of five pathways: Manufacturing, Construction, Architecture, Engineering & Design or Engine & Automotive. Program pathways are open to students in grades 9-12.

"I'm not the kind of person who likes to sit in a chair all day," shared an MHS student who participated in a trades focus group. "I learn by doing, through hands-on, independent work that allows me to identify problems and stick with it until I find a solution."

Learn more about the MOMENTUM program and view new courses: [www.minnetonkaschools.org/MOMENTUM](http://www.minnetonkaschools.org/MOMENTUM)



## Cost-Effectiveness in Facilities

As it pursues its vision of world-class, child-centered excellence, Minnetonka Public Schools also works hard to be the best possible steward of every dollar. "The District is continuously looking to reduce costs of operations in order to free up more resources for direct educational programs," said Paul Bourgeois, Executive Director of Finance and Operations for Minnetonka Public Schools. "When we see ways to create savings and value for the taxpayers, we pursue them."

Bourgeois and his team look for savings in the way the District's resources are invested. The District is able to generate additional revenue over and above the various statutory funding formulas by investing its cash balances in various short-term investments to generate interest income on those cash balances.

"We watch the District's cash and investments very closely, and monitor investments and interest rates several times per week," said Bourgeois. "Our ultimate purpose is to provide incremental revenue to support the outstanding educational programs of the District."

Investments are made to maximize interest earnings with minimal risk, as outlined in School Board Policy 705: Investment of District Funds.

By selling and refunding bonds when lower interest rates become available, the District also saves money on payments.

"There have been 37 rebondings over the past several years, saving the District \$23 million dollars," said Mike LeSage, Minnetonka School Board Treasurer, at the March 2020 School Board meeting. "We are grateful to Paul Bourgeois for his expertise and leadership in accomplishing this."

Careful financial management allows Minnetonka Schools to provide unparalleled opportunities for its students, all at a lower cost per pupil than any surrounding school districts. At Minnetonka, transportation expenditures calculate out to \$457 per student—much less than the \$772 state average. If Minnetonka transportation expenditures were at the same amount as the state average, they would have been \$3,441,413 higher in 2019-20. Building operations and maintenance expenditures represent similar savings. At \$763 per student, compared to the \$960 per student state average, the District saved \$2,152,249.

Small changes in facilities have also generated positive outcomes, both financially and environmentally. When you switch on a light in a Minnetonka Public School District building this year, you're using up to 70% less electricity than the same switch would have generated seven years ago—all because the bulb has been updated to an LED.

The transformation to LED lighting began with parking lot and exterior lights and continued to internal lights, with 100% LED conversion completed in summer 2020.

The District has also worked to reduce electrical bills through credits received for purchasing wind-generated and solar-generated electricity. Purchasing renewable energy credits protects the District against rising energy prices from other sources. For example, by partnering with Xcel Energy's Renewable Connect Program to provide wind-generated and solar-generated electricity to power Minnetonka High School, the Minnetonka Community Education Center, the District Service Center and the District Technology Center, the District has locked-in rates per kilowatt-hour that will only increase approximately 1.2% per year, versus an average of approximately 3% per year for electricity from other sources.

Minnetonka Schools has joined solar gardens across the state to help power its schools and buildings. "We are working on an agreement for the last facility that is not yet part of a Community Solar Garden," said Bourgeois. "Once a contract for the last school is in place, Minnetonka Public Schools will be receiving 100% of its kilowatt hours from either wind or solar renewable energy sources."



### 100%

of lights in Minnetonka Public Schools' facilities are LED bulbs



### \$3.4 million

saved in transportation costs compared to the state average



### \$23 million

saved by Minnetonka Public Schools through 37 rebondings

*For more detail about the District's finances in 2019-20, turn to page 29.*



# Celebrating Parent Support

## 2019-20 PARENT SURVEY RESULTS

Each year, Minnetonka Schools surveys District parents to learn about families' experiences in its schools in an effort to learn what is going well and what can be improved. More than 2,500 parents responded to the 2019-20 annual parent survey; 66% of responses were from resident families and 34% were from open-enrolled families. **Overall, the results of the 2019-20 Annual Parent Survey were the most positive in recent memory.**

Parents commend the District on:

**"great educational opportunities,"  
"strong academics and rigor" and  
"outstanding teachers and staff."**



97%

*of parents rated the education provided by Minnetonka Public Schools as excellent or good, with 67% saying 'excellent'.*



95%

*of middle and high school parents and 96% of elementary school parents said they are satisfied with their child's academic experience.*



96%

*of K-12 Minnetonka parents on average said they would recommend their child's school to a friend or neighbor.*

## GRADES K-5

Elementary parents gave rave reviews to the District with 95% satisfied with their child's educational experience, 98% believing teachers really care about their child, 95% feeling teachers inspire their child to achieve at high levels and 95% saying their child enjoys school. Ninety-five percent said school-to-home communications keep them well-informed, and 96% said the principal of their child's school is accessible to them when they have ideas, concerns or questions. When asked about technology use, 71% of 5th grade parents said the iPad works well for their child's learning, an 8% increase over last year.

Elementary parents gave subject areas—from art to science to world language to PE—high marks, with an average of 96% satisfied. Parents commended elementary principals on 'strong communications', 'being responsible and accessible', 'providing a positive environment' and having 'great teachers and staff'. The top concern raised was regarding e-learning challenges during the spring school building closure. An average of 96% of parents across the elementary schools said they would recommend their child's school to a friend or neighbor.

## GRADES 6-8

Middle school parents also had praise for the District. Ninety-eight percent said their child was treated with respect by adults in the school, 97% said teachers care about their child, 90% said technology was very important to their child's learning (an 11% rise over last year) and their child's future success will depend on the ability to harness new and emerging technologies (a 6% increase over last year). Ninety-four percent felt the school's curriculum is challenging, and 95% were satisfied with their child's educational experience. Seventy-four percent of middle school parents said the iPad works well for their child's learning (an increase of 7% over last year), and there was a 10% increase in the number of parents who are comfortable with their child's educational screen time.

Middle school parents gave all subject areas—from Chinese to FACS to STEM—strong support, with an average of 95% satisfied with their child's experience. Ninety-six percent said there is an adult in school who their child can talk to if there is a problem, and 95% said the principal is accessible. Parents lauded the principal for 'strong communications', 'excellent leadership' and having 'great teachers

and staff'. The top concern was about technology and/or use of iPads. Overall, 97% of middle school parents said they would recommend their child's school to a friend or neighbor.

## GRADES 9-12

High school parents had great things to say about their child's experience; 94% said teachers care about their child, 95% said MHS is preparing their child well, and 94% said their child's principal is accessible. Parents applauded the high school principal on 'strong communications', 'providing a positive culture' and for having 'great teachers and staff'. The top concern raised was a need for 'more emphasis for diversity and inclusion'. Ninety-five percent of parents, on average, were satisfied with the instruction in all subjects offered—from music to tech ed to AP/IB to science to language arts—and 95% of parents also said they would recommend their child's school to a friend or neighbor.

## SCHOOL BOARD AND ADMINISTRATION

Parents provided positive feedback to the School District Administration and the School Board, as well; 88% of parents said administrators are accessible to them if they have ideas, concerns or questions, and 85% said School Board members are accessible.

Eighty-nine percent said they trusted the School Board and District leadership to do what is right for children, and 97% said the community receives a good value from its investment in local public schools.

The top concern expressed was regarding 'e-learning challenges' from the spring during the school building closure.





# 2019-20 District Points of Pride

The outstanding achievements of individual students, student groups, teachers and staff showcase the hard work, dedication and passion the Minnetonka Public Schools community pours into its every endeavor. As a district driven by child-centered excellence, the accomplishments achieved in 2019-20 and the exceptional effort put forth every day to earn these awards are celebrated.

The District also wishes to recognize its talented students who were unable to participate in their sports, activities or competitions this year due to the COVID-19 pandemic.

## Academics

- Minnetonka High School (MHS) Class of 2020 Highlights
  - 31 National Merit Semifinalists and 23 National Merit Commended students
  - Andres Rivas was a National Hispanic Scholar
  - 80.9% of the Class of 2020 took at least one Advanced Placement (AP) or International Baccalaureate (IB) course during their four years at MHS
  - 94 students continued Immersion coursework through their senior year; the Class of 2020 is the first class to begin Immersion in Kindergarten and to continue coursework through their senior year
  - 44 students earned the IB Diploma. Of those, 20 earned an IB Diploma in Chinese or Spanish
  - 53 students earned the Minnesota World Language Proficiency Certificate, 114 earned the Gold Bilingual Seal and 105 earned the Platinum Bilingual Seal. Two earned Multilingual Seals
  - 180 students graduated *summa cum laude*, 81 *magna cum laude* and 70 *cum laude*
- 1,091 MHS students were honored with academic letters, including 288 students from the Class of 2020, 302 students from the Class of 2021, 199 students from the Class of 2022 and 302 from the Class of 2023
- During spring 2020 testing:
  - 1,658 students took 2,875 AP exams—84.7% of which scored a 3 or higher
  - 678 students were awarded\* 1,029 scores—90.8% of which were a 4 or higher
    - \*IB exams did not take place due to the COVID-19 pandemic, but International Baccalaureate did award scores based upon submitted coursework and teacher feedback
- 75 Minnetonka Research students competed at the Regional Science and Engineering Fair, 33 of whom qualified for state. At state, 13 students won 20 special awards, and one student, William Sepesi '20, was named a Regeneron International Science and Engineering Fair Finalist



75 Minnetonka Research Students attend Regional Science Fair

- VANTAGE student teams "The Posh Pony" (Lara Rahman '20 and Allyson Mattson '21) and "Safe Stuffing" (Lauren Benoit '21, Ally Chan '21 and Cael Pfeffer '21) excelled in the St. Thomas Business Plan Competition. They earned first and third place, respectively. The first-place team earned a \$10,000 prize, and the third-place team earned \$2,500



VANTAGE Students win big at St. Thomas Business Competition

- On the National German Exam, four students earned the Gold award; Silver, 2; Bronze, 1. Elsa Johnson '22 was ranked first in the state, and Jerry Zhang '23 and Kruthica Dama '22 tied for second in the state, as placed by a committee of German language professors at the University of Minnesota Twin Cities
- Owen Johnson '20 earned the Nick Duff Social Studies Book Award
- Olivia Graupmann '20 and Maya Schrof '20 were named state honorable mention recipients for the Minnesota Aspirations in Computing awards, a program of the National Center for Women and Information Technology

## Activities

- The 2019 MHS Yearbook staff earned the 2020 Balfour Yearbooks award for "Outstanding Contribution to Scholastic Journalism"; a Gold Medal from the Columbia Scholastic Press; 1st Class & Mark of Distinction for Coverage from the National Scholastic Press; and 1st Place from the American Scholastic Press. The 2019 Voyageur editorial staff included Rachel Ryweck '19 (editor-in-chief), Sydney Zima '19 (managing editor), Chinaka Ihekweazu '19 (editor) and Grace Blackwell '21 (editor)
- Speech team member Molly Welch '22 received a Bid to the Tournament of Champions
- Debate team member Steven Wang '21 was the Section 6AA Debate champion, qualifying for state competition in the Lincoln-Douglas format. Priscilla Bunday '21 was a national Qualifier Champion. At JV/Novice State, Jin Bang '22 took first and Lena Pak '21 took second, while the team was third place in team sweepstakes
- The MHS Science Olympiad team placed seventh out of 33 teams in the state competition
- The MHS Science Bowl team placed 3rd in state
- Placing fifth at the state tournament and third in state this season, the MHS math team earned its highest ranking in 15 years. In addition to the team accomplishments, five team members placed in the top 50 individual scorers in the state
- 83 students qualified for the DECA State Career Development Conference, and from there, 34 students qualified to compete at DECA Internationals
- The MMElite math team from MME took third place in the Minnesota State Junior High Mathematics

League, and Gautam Venkatesh '24 took sixth place in the MathCounts competition

- Gautam Venkatesh '24 won the local level National Geographic GeoBee. The state level competition was not held due to the COVID-19 pandemic
- Middle school teams from both MME and MMW competed at the state level in the Stock Market Game, taking first, second, fourth and fifth place in the Junior High Division in Minnesota
- 19 students from MME and MMW qualified for the state-level "You Be the Chemist" challenge
- Five students from MME and MMW advanced from the regional science fair to go to the state competition
- The MMW Knowledge Bowl team earned first place in the regional and state tournaments
- The MME Student Innovation Team, partnered with Gopher Sport and Moving Minds, to create the StorageSaddle™. Their invention won Design and Innovation's 2020 Cultural Transformation Award.
- Mayonnaise is an Instrument, a FIRST Lego League team from Scenic Heights, won the regional and sectional tournaments, earning first place in the "Innovative Project" category and qualified to compete at state



Scenic Heights students take first place in Lego League



34 students compete at DECA Internationals



## Athletics

- The MHS Competitive Cheerleading team was named State Champions, State Grand Champions, UCA National Champions and UCA World Champions



**Tonka Cheerleaders named UCA World Champions**

- Boys Cross Country athlete Max Lauerman '20 qualified for state, finishing 29th (16:12.0)
- Three members of the Girls Cross Country team qualified for state; Anna Cherian '21 finished 23rd (18:49.6), Ella Graham '24 was 26th (18:51.5) and Kate LeBlanc '22 was 41st (19:04.5)
- The Girls Soccer team was conference and section champions, qualifying for the state tournament. The team earned the Coaches Association Gold Award with a 3.76 GPA average among all team members
- Girls Swim & Dive were True Team State Champions for the second year in a row, and they took second place at the Minnesota State High School League State Tournament
- The Girls Tennis team placed second at the state tournament; Sarah Shahbaz '23 and Annika Elvestrom '22 were State Doubles Champions
- The Volleyball team took fourth at the state tournament
- Gymnastics team members Emma Siefker '20 and Elena Cantwell '23 qualified for the state tournament
- Boys Nordic Ski team member Austin Hunter '21 qualified for the state tournament, where he placed 66th
- Six members of the Wrestling team qualified for state, including Peter Barrett '22, Andrew Sanders '20, Gabe Schumacher '21, Tyler McReavy '20, Eric Benson '20 and Quinn Sell '21
- 16 seniors signed National Letters of Intent to compete in their sports at the collegiate level

- The Boys Alpine Ski team was section champion and went on to place third at the state tournament; skier Eli Quist '20 placed third individually at state
- Boys Swim & Dive took third place at the state tournament.



**Boys Swim & Dive takes 3rd place at State**

- The Girls Alpine Ski team was section champion and went on to place fourth at the state tournament
- The Girls Hockey team was section champion and went on to place third at the state tournament. Girls Hockey player Maggie Nicholson '20 earned the Athena Award, which recognizes an outstanding senior female athlete from each of the Minneapolis city, suburban and private schools for her achievements in one or more sports.



**Girls Hockey takes 3rd place at State**



## Arts



**"Chaplin" earned 17 Spotlight Awards, including Outstanding Overall Production of a Musical**

- The MHS Fall Musical, "Chaplin," earned 17 Spotlight Awards, including Outstanding Overall Production of a Musical
- The One Act Play, "The Glass Menagerie," placed second at subsections. In May 2020, the cast of "The Glass Menagerie" put on a free, live-streamed virtual reading of the play for the community
- Riley Means '20, Maryn Reader '21, and Nathan Turcotte '21 were named 2020 Hennepin Theater Trust Spotlight Education 2020 Triple Threat Finalists. Riley also won a "best actress" nod for her role as Hannah Chaplin in "Chaplin" and was named one of Minnesota's top 10 leading actors in the state
- Minnetonka Theatre's holiday production of "Beauty and the Beast" raised more than \$9,000 for the Second Harvest Heartland organization
- Lena Pak '21, an IB art student, had her piece "Fuwa Fuwa" selected as the winner for the 3rd Congressional District. Her piece will be displayed at the U.S. Capitol for the next year as a representation of artwork from the area
- Scholastic Art Awards went to 17 art students who earned 12 Gold Keys, 8 Silver Keys, and 13 Honorable Mentions
- Six students were honored with Scholastic Writing Awards, earning 3 Gold Keys, 7 Silver Keys, and 3 Honorable Mentions
- The Minnetonka High School team took eighth place in the Music Listening Contest
- 25 students were selected for the ACDA 4-5-6 honor choirs
- 23 middle school students were selected from a 10-state region for the ACDA MN State 7th and 8th Grade SSA and TTB Honor Choirs
- 11 students were selected for the ACDA MN State 9/10 Honor Choir
- Noah Howe '20 was chosen to be part of the All-State Choir
- Karl Schmid '21, William Sepesi '20 and Dylan Tahnk-Johnson '20 were selected for the 2019-20 All-State Band
- Andrew Petouvis '24 was part of the MBDA All-State Honor Band
- Andrew Linden '20 and Karl Schmid '20 were chosen to be part of the University of Minnesota Honor Band



**"Fuwa Fuwa" by Lena Pak '21 will be displayed at US Capitol**



*District Points of Pride, continued*

- The MHS Marching Band qualified for the Minnesota Marching Band State Championships, where it placed third. Karl Schmid '21 was named Best Drum Major in the state.
- Aditi Jayashankar '20, Samskrith Sriram '20 and Elizabeth Wang '22 were selected for the 2019-20 Minnesota All-State Orchestra
- Alexandra Wagner '22 and Gabriella Wiese '22 were chosen as part of the 2019-20 Minnesota Middle Level Honors Orchestra
- The Minnetonka Philharmonic Orchestra earned a Superior with Distinction rating at the Minnesota Middle Level Orchestra Festival
- Minnetonka was once again named a "Best Community for Music Education" by the NAMM foundation
- Clara Belle Wrolstad '24 was featured on Minnesota Public Radio's classical station, 99.5 FM, as part of National Public Radio's *From the Top* "Blanket Fort Show." She recorded Schumann's Variations on the Name "Arpegg," op. 1, on the piano as part of the broadcast
- MHS student groups organized and participated in the "Show of Hands 'Fun'raiser" in October 2019, raising \$27,000 for Hope House, a six-bed, short-term emergency shelter and support resource for youth ages 14–19 who are homeless or at risk of homelessness. The Hope House Student Club received the Spinnaker Award at the District's Celebration of Excellence in honor of its work
- 411 students and adults were recognized with 147 Gold, 77 Silver, and 178 Bronze awards through the President's Volunteer Service Award program. Together, the honorees reported 57,092 hours of service to local and global communities
- Four students earned a Certificate of Achievement through the President's Volunteer Service Award Program: Katelyn Hermanson '20; Max Lauerman '20; Nathan Sun '22; Nathan Lee '24; and Rachel Patefield, '24. Three students earned Certificates of Merit: Ava Chen '22; Gogi Gudzhedzhiani '22; Phoebe Hanson '22
- 71 MHS students earned varsity letters in Community Service, including 45 students from the Class of 2020, 22 students from the Class of 2021 and four students from the Class of 2022
- MHS Service Club Imagine donated 150 birthday gifts to local food shelves in partnership with Cheerful Givers
- Deephaven Elementary collected 800 food items for the ICA Food Shelf during a student-led Thanksgiving food drive



Clara Belle Wrolstad '24 featured on NPR's *From the Top*

## Service

- The Class of 2020 Legacy Service Project focused on refugees. Over their four years, students supported the International Institute of MN, Lutheran Social Services, American Refugee Committee (now Alight), Shelterbox, Amnesty International, the Somali Museum of Minnesota and YWCA Midtown
- MHS Student Government led Heart Week activities, raising \$38,000 for Minnetonka Family Friends



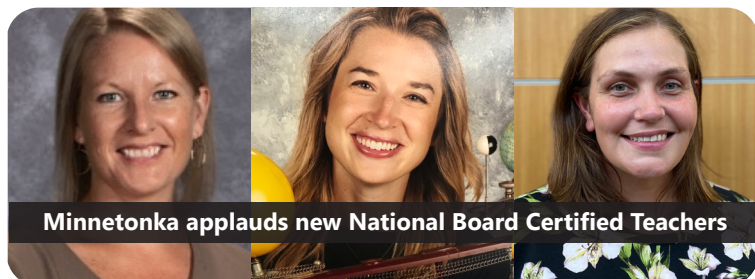
Deephaven students collect more than 800 food items



- Maddi Fidler '20 earned the Rose Rees Award from National Council of Jewish Women, an award recognizing seniors who have demonstrated a commitment to service, advocacy, community and peace
- James Bohn '20 earned a scholarship from Northern Star Scouting for his Eagle Scout work
- Gina Nelson was honored with The Minnesota Council on Economic Education's K-8 Economic Educator of the Year Award
- Dr. Dennis Peterson was recognized by his fellow superintendents for 50 years of service as a superintendent.

## District and Staff

- The District announced three new National Board Certified Teachers: Amanda Aiken, Anna Schoeneberger and Amanda Zamilpa



**Minnetonka applauds new National Board Certified Teachers**

- Minnetonka Public Schools was honored with the Certificate of Excellence in Financial Reporting by the Association of School Business Officials International. The school district earned the Certificate of Excellence for its Comprehensive Annual Financial Report for the 2019 fiscal year. This marks the 25th consecutive year that Minnetonka has received this prestigious award
- MCE Tonka Trot for Heroes was recognized as a 2019-20 LERN National Program of the Year
- Tim Alexander, retiring executive director of Human Resources, was honored with a Centennial Medal from the Universidad de Concepción in Chile for a decade of outstanding work with their student teacher exchange program. This partnership has provided critical support to Minnetonka's own Spanish Immersion program



**Tim Alexander honored with Centennial Medal**

- Minnetonka employees contributed more than \$75,000 to nonprofits through the annual Charitable Giving Campaign
- Janet Gong was selected as one of the recipients of the University of Chicago's Outstanding Educator Award



**Dr. Dennis Peterson recognized for 50 years of service**

- Tennis coach Dave Stearns was inducted into the St. Cloud Cathedral Hall of Fame
- Tim Litfin, executive director of Community Education, earned the MCEA Community Educator of Excellence award
- MHS Principal Jeff Erickson was named the Warren Fellow from the Midwest Superintendents Association
- MHS teacher Mitch Burfeind was presented with the Teacher Excellence Award by the International Technology and Engineering Educators Association (ITEEA)
- Ted Schultz, director of Athletics/Activities, is being inducted into the Augsburg University Athletics Hall of Fame
- Retired MHS Head Football Coach Dave Nelson received the national 2019 AFCA/AFCE Power of Influence Award



**Coach Dave Nelson receives Power of Influence Award**



# Minnetonka Community Education

## Connecting Families to a Variety of Engaging Opportunities

Would you love to explore music, art, outdoor adventure or computer coding? Whatever your interests, Minnetonka Community Education (MCE) is sure to provide the opportunity for you and your family to pursue it. Whether you'd like to take a class, participate in an event or volunteer to support a community effort, MCE has a wealth of recreational and educational programs for community members of all ages!

MCE also offers early childhood, preschool and parenting education, as well as enrichment and recreational programs for young people and adults.

### Explorers Childcare Program

More than 1,700 students participate in Explorers, a before- and after-school childcare program, offered through MCE.

### Preschool & ECFE

With a focus on world-class, child-centered excellence, Minnetonka's Early Childhood Family Education (ECFE) and Minnetonka Preschool programs help children learn during the early developmental years. Curriculum aligns with the District's K-3 curriculum, contributing to a smooth transition for children into Kindergarten.

### Adult & Youth Programs

From developing new culinary skills, to getting back into shape, to learning a new language, MCE Adult Programs offers hundreds of classes (in-person and some virtual) to meet your needs. MCE also offers programming for adults with disabilities and Adult Basic Education.

Young people can engage in programming focused on music, academic support, driver education, enrichment, recreation and more with classes offered after school, in the evening or during the weekend.

### Events

Though the annual family-friendly bike ride, Tour de Tonka, was canceled in August 2020 due to COVID-19, MCE leadership and the Tour de Tonka committee are already busy planning for 2021! Going on its 16th year, and with distances of 16 to 100 miles, Tour de Tonka has seen more than 3,500 riders from 43 states and 166 Minnesota cities in the past. MCE also organizes an annual Firecracker Run, a Mud Run and a Youth Triathlon. New in 2020 was Fall de Tonka, a virtual bike ride.

### Volunteer

Get involved in your community through a volunteer opportunity! Last year, more than 2,000 people volunteered through MCE to support an event or program. Be one of the hundreds of volunteers who help out during MCE events, participate in an advisory council or consider one of the other dozens of great opportunities to be active and involved in your community.

Learn more at: [www.minnetonkacommunityed.org](http://www.minnetonkacommunityed.org)



*Adults can participate in a wide variety of interest areas.*



*Preschool & ECFE programs provide a great way to learn and play.*

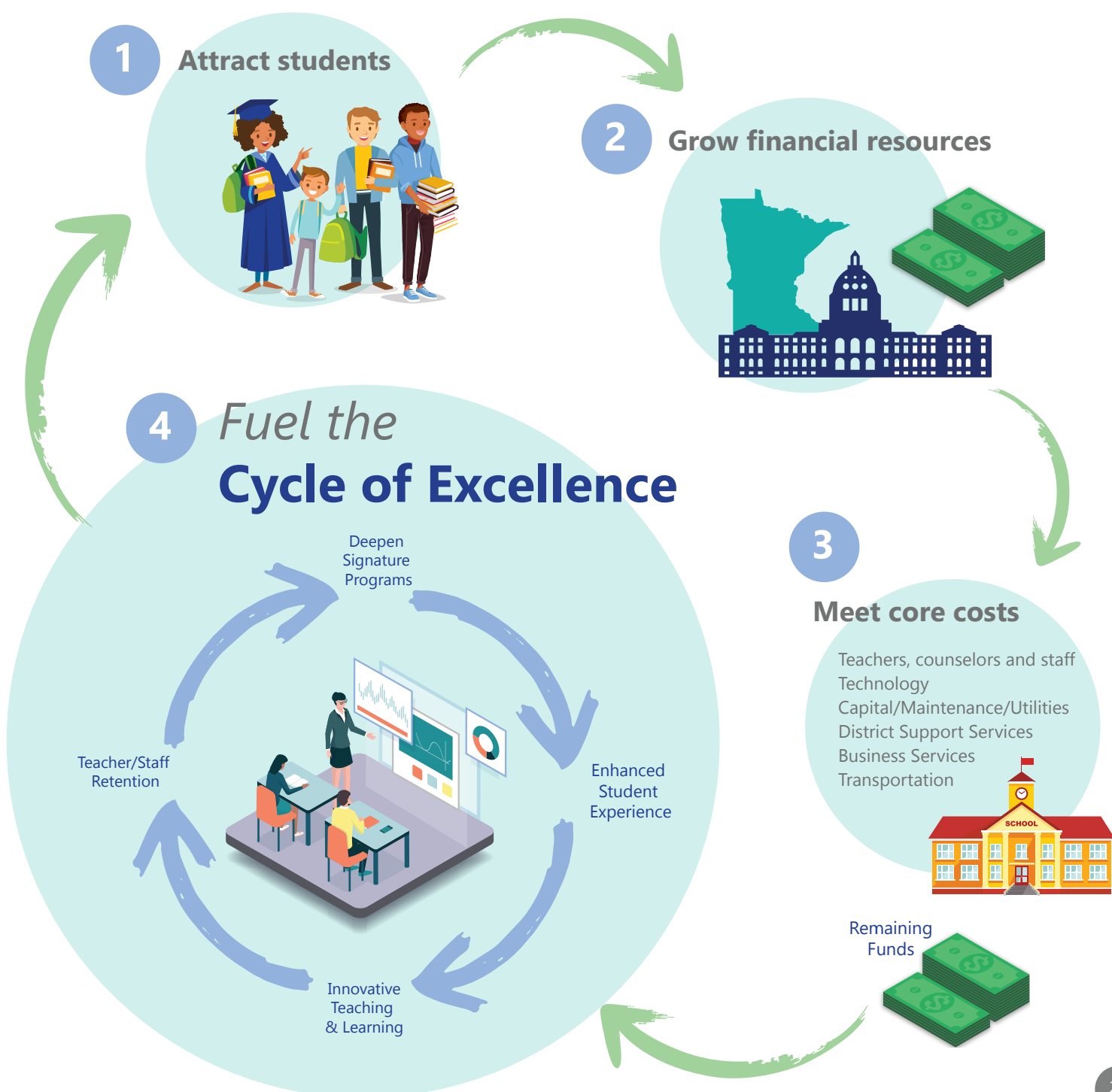


*Safety comes first at all MCE programs.*

# A Strategic Approach to Enrollment

## Economy of Scale Drives Innovation & Excellence

Minnetonka Schools' strategic approach to enrollment attracts both resident and open-enrolled students. This grows the District's revenue and allows it to meet more than its core costs. Most fixed expenses are covered by revenue brought in by resident students. Therefore, much of the revenue raised by adding open-enrolled students may be used to fund signature programs, lower class sizes and improve teacher compensation. **Ultimately, Open Enrollment plays a significant role in fueling Minnetonka Schools' cycle of excellence.**





# Summary Report:

# Preparing the World's Best Workforce

In an unprecedented year, Minnetonka Public Schools reflects on its progress toward the five state-identified goals.

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 2019-20 school year.

Minnetonka Public Schools continues to evaluate and refine its plan to address the following five, state-identified goals: 1. All children are ready for school; 2. All third-graders can read at grade level; 3. All racial and economic achievement gaps between students are closed; 4. All students graduate from high school; and 5. All students are ready for college and career.

## STUDENT ACHIEVEMENT GOALS

Since the World's Best Workforce student achievement goals were set in the 2013 Minnesota Statutes, Minnetonka Public Schools has made progress toward achieving each one. Progress toward the five state-identified goals is measured by national, state and local assessments.

During the 2019-20 school year, however, most of the common assessment measures of student performance toward these goals, including the MCA and NWEA examinations, were canceled or altered due to the COVID-19 pandemic. Although comparative data for 2019-20 is not available for all goals this year, particularly goals 2 and 3, the District's progress over time demonstrates its commitment to achieving these goals as part of its dedication to child-centered excellence.

The full World's Best Workforce report, which includes student achievement goals and the strategies and initiatives that Minnetonka engaged in to meet those goals, is available on the District's website at [www.minnetonkaschools.org/wbwf](http://www.minnetonkaschools.org/wbwf)

## DISTRICT ADVISORY COMMITTEE 2019-20 SCHOOL YEAR

Collette Benoit '21, MHS Student

Paule Hocker,  
Parent, District Paraprofessional

Sara Hunt,  
Parent, Instructional Technology Coach

Austin Hunter '21, MHS Student

Stephanie Johnson, Parent

Mandy Kasowicz,  
Supervisor of Student Support Services

Bryan McGinley,  
Deephaven Elementary Principal

Stephanie Nordstog,  
MME Assistant Principal

Anne Redfern, Teacher

Matt Rega,  
Parent, Director of Assessment

Diane Rundquist,  
Parent, Director of Advanced Learning

Freya Schirmacher,  
MHS Assistant Principal

Steve Urbanski,  
Director of Curriculum

Lisa Wagner, School Board Member

Sara White, Director of Teacher Development

1

## All Children are Ready for School

The District measures this goal in two ways, by increasing the screening of children by age three and by increasing the number of students enrolled in Minnetonka Preschool. State comparison data is not available for this goal.

**178** children age three were screened. This was not an increase over last year, since screening was suspended after March 15 due to COVID-19.

**357** students enrolled in Minnetonka Preschool on the first day of the 2019-20 school year, an increase of **2.3%** over the previous year.

2

## All Third Graders Can Read at Grade Level

In 2018-19, the last year data was available for this goal, **71.5% of Minnetonka students** met or exceeded proficiency on the MCA-III test, compared to 54.8% of third graders statewide. New data and state comparison data for this goal is not available for 2019-20 due to COVID-19 test cancellations.

**5th Grade** Minnetonka students have historically read above grade level, as measured by the NWEA exams. From 2013-2019, the last year data was available, third graders have consistently scored at a fifth grade reading level.

3

## Achievement Gaps are Closed by 2026

The District aims to close achievement gaps in reading and math. As measured by the MCA-III, the gap between white and non-white students at Minnetonka is much smaller than the gap reported statewide.

In 2018-19, the last year data was available for this goal:

### Reading

**MINNETONKA:** 83% of white students and **77.6%** of non-white students met or exceeded proficiency on the MCA-III Reading test. The gap is **5.4%**, closing by 3.8% over the previous year.

**STATE AVERAGE:** Of the state's white students who took the MCA-III in Reading, **67.9%** were proficient; of the non-white students, **43.1%** were proficient. The gap is **24.8%**.

### Math

**MINNETONKA:** 81.2% of white students and **73.8%** of non-white students met or exceeded proficiency on the MCA-III Math test. The gap is **7.4%**, closing by .2% over the previous year.

**STATE AVERAGE:** Of the state's white students who took the MCA-III in Math, **64.6%** were proficient; of the non-white students, **36.0%** were proficient. The gap is **28.6%**.

4

## All Students Graduate

The four-year graduation rate for Minnetonka High School students, as determined by the most recent data available from the Minnesota Department of Education (MDE), is **95.6%** for the Class of 2019. In Minnesota, 83.7% of students in the Class of 2019 graduated in 2019.

5

## All Students are Ready for College and Career

This goal is measured using ACT scores from the Class of 2020.

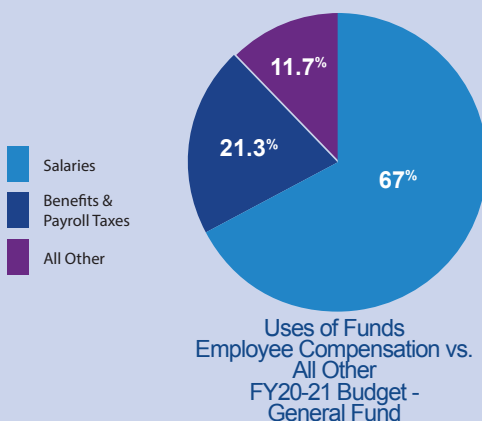
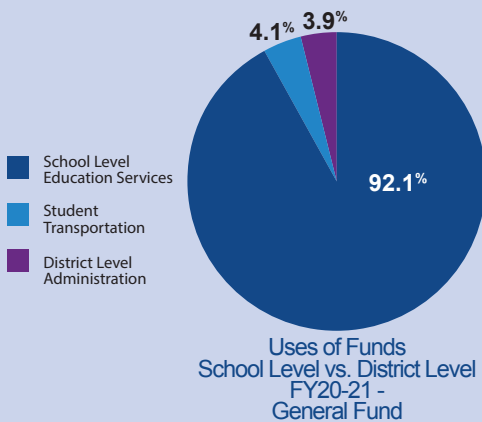
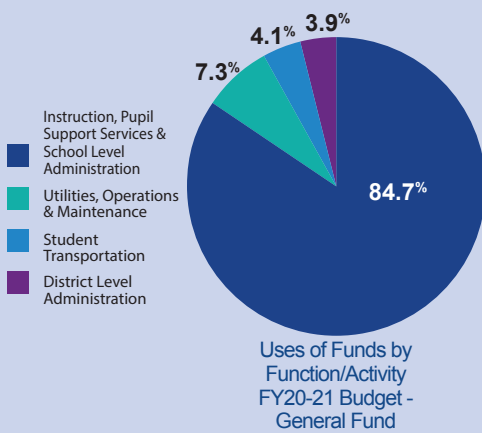
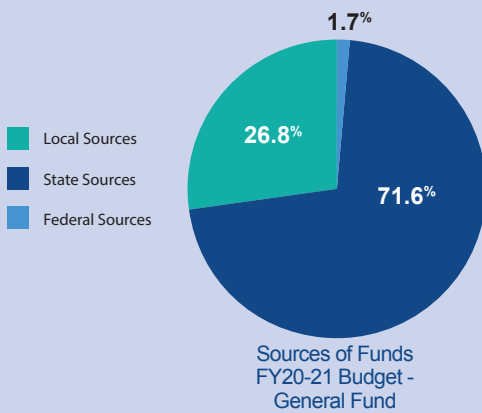
**97%** of **Minnetonka High School seniors** who took the ACT in the 2019-20 school year met or exceeded the College Readiness Benchmark Composite Score (18). Based on the most current statewide data, only 30% of Minnesota graduates in 2019 were considered college-ready.



## Prudent Financial Management

One of the Minnetonka School Board's critical roles is to be conscientious stewards of taxpayer funds. Board members take great pride in this responsibility, looking to taxpayers for support only as a last option. In Minnetonka, state funding makes up 71.6% of the annual operating budget, federal funds account for 1.7% and 26.8% is local funding. Of the 26.8%, nearly two-thirds is voter-approved referendum funding; the other local levies are based on formulas set in statute and approved by the School Board.

The Minnetonka School Board has worked diligently over the years to keep property tax levies as low as possible, and some years have seen no increase. The School Board has supported the District in pursuing the refinancing and restructuring of capital bonds to lower interest rates and in spreading 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. Read more about Minnetonka Schools' cost-saving strategies for financial management on page 16.



District General Fund	Unaudited Actuals 2019-20	Adopted Budget 2020-21
Beginning Assigned Fund Balance	\$1,980,396	\$833,000
Beginning Unassigned Fund Balance	\$21,137,342	\$25,089,513
Revenue	\$134,313,899	\$137,224,945
Expenditures	\$129,959,104	\$136,709,036
Difference	\$4,354,795	\$515,909
Transfer to Operating Capital	(219,483)	—
Ending Assigned Fund Balance	\$898,579	\$910,000
Ending Unassigned Fund Balance	\$26,354,472	\$25,528,422
Unassigned Fund Balance %	20.3%	18.7%
Student Enrollment	11,088	11,100

## Efficiency Excellence in Per-Pupil Spending

Minnetonka Public Schools provides exceptional and innovative programs for students and hires top teachers in the Metro Area\* while keeping its costs low. Through careful planning and efficiency, Minnetonka Schools spent \$277 less per pupil than the state average in 2018-19\*\* and \$1,661 below the spending average for six neighboring districts.

\*Teachers in the Minnetonka Public School District are ranked #1 in Minnesota by Niche.com ([www.niche.com/k12/d/minnetonka-public-school-district-mn](http://www.niche.com/k12/d/minnetonka-public-school-district-mn))

\*\*MDE Profiles. Most recent comparable data available are from the 2018-19 school year.

2018-19**	Cost Per Pupil
Minneapolis	\$15,387
St. Paul	\$15,355
Hopkins	\$14,037
St. Louis Park	\$13,703
Eden Prairie	\$12,806
Edina	\$12,655
Anoka	\$12,597
Wayzata	\$12,289
State Average	\$12,220
<b>Minnetonka</b>	<b>\$11,943</b>

# Consolidated Financial Statement

For the past 26 consecutive years—every year since 1994—Minnetonka Public Schools has received the Excellence in Financial Reporting Award. It is also one of just a few districts with a Triple A bond rating from Moody's. The District's financial team includes three Certified Public Accountants, and District financials are audited annually by the firm of CliftonLarsonAllen.

The District is in the fifth year of a 10-year financial plan following the 2015 referendum. Therefore, revenues are budgeted to exceed expenses for fiscal year 2020. This will allow the new voter-approved referendum funding to be stretched over multiple years, as promised to voters.

District General Fund	2019-20 Unaudited Actuals	2020-21 Budget Amounts	2020-21 % of Total
<b>REVENUES</b>			
Property Taxes	\$32,311,926	\$33,880,835	24.7%
Earnings on Investments	708,519	450,000	0.3%
Other	3,430,970	2,393,610	1.7%
Local Sources	36,451,414	36,724,445	26.8%
State Sources	95,665,385	98,227,422	71.6%
Federal Sources	2,197,098	2,273,077	1.7%
Total Revenue	\$134,313,899	\$137,224,945	100.0%
<b>EXPENDITURES</b>			
School Level Administration	\$3,538,392	\$3,801,080	2.8%
Elementary & Secondary Regular Instruction	76,020,800	77,930,255	57.0%
Vocational Education Instruction	906,377	1,071,277	0.8%
Special Education Instruction	20,450,383	22,822,250	16.7%
Instructional Support Services	5,155,862	5,812,817	4.3%
Pupil Support Services	4,224,687	4,401,225	3.2%
Sites & Buildings	7,686,202	7,501,419	5.5%
Fiscal & Other Fixed Cost Programs	1,331,396	2,520,941	1.8%
District Level Administration	752,902	773,077	0.6%
District Support Services	4,509,683	4,507,939	3.3%
Transportation	5,382,420	5,566,756	4.1%
Total Expenditures	\$129,959,104	\$136,709,036	100.0%
Net Change in Fund Balance	\$4,354,795	\$515,909	
<b>FUND BALANCE</b>			
Beginning of Year	\$23,117,738	\$25,922,513	
Transfer to Operating Capital	(219,483)	—	
End of Year	\$22,898,255	\$25,922,513	

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 the District's unaudited finances. The audit firm of CliftonLarsonAllen will complete the external audit in November and the District's Comprehensive Financial Audit Report will be posted to the District website once it is complete. Please view additional financial documents and reports at: [www.minnetonkaschools.org/finances](http://www.minnetonkaschools.org/finances).



## Finance Advisory Committee

### Community Members

Matt Chapman

John Groton

Brad Honey

Jill Howe

Deirdre Keller

Michelle Seets

Charlie Steingas

Matt Weight

Rob Wolter

### School Board Representatives

Katie Becker

Mike LeSage

### District Administration

Dr. Dennis Peterson

Paul Bourgeois

Melissa Hallman

Bridget Merrill-Myhre



NonProfit Org.  
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