

Student-Centered Excellence

Connected. Empowered. Inspired.



2024-2025
annual report



MINNETONKA
PUBLIC SCHOOLS

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EDITORIAL STAFF

Mary Cornelius, MA
Communications Specialist

Daniel Campbell, MFA
Creative Director

Dr. JacQueline Getty, EdD & MFA
Executive Director of Communications

AI assistance was used in data compilation for select articles.



**MINNETONKA
PUBLIC SCHOOLS**

5621 County Road 101
Minnetonka, MN 55345
minnetonkaschools.org
952-401-5000



Minnetonka Schools celebrated its newest graduates, the Class of 2025. Read more on [page 8](#).



The Girls Varsity Golf Team won its first state championship title in school history. Read more of the District's Points of Pride beginning on [page 20](#).



The Minnetonka Public Schools Foundation gave \$100,000 to purchase specialized literacy materials for K-2 classrooms. Read more on [page 25](#).

Superintendent's Message



Hello, Minnetonka Community!

Reflecting back on the 2024-2025 school year, I am amazed at all of the work that has been accomplished across the District. On an annual basis, our school and District leaders, teachers and support staff prioritize our collective time and efforts to support the goals identified by the School Board.

Throughout the year, we continued our work to ensure our students feel a sense of belonging and are maintaining mental health—in schools that are safe and supportive. We have prioritized efforts to ensure every student can read at grade level, to update our middle school program to reflect the current and future needs of our students and to continue to expand our high school opportunities as we prepare students for the future. We have also taken steps to ensure long-term financial sustainability, address the facility needs that will provide the best teaching and learning environment for our students and staff, serve the highest quality meals possible, and provide opportunities for community engagement.

Our data suggests that we are making progress in each of these areas. Students report high levels of connection to school and staff. Parent surveys continue to show incredibly strong numbers in school satisfaction. Student assessment

data continues to be among the best in the state for both state proficiency measures and post-secondary readiness. We have met our annual targets for budget maintenance and have a taxpayer-friendly proposal on the November ballot for facility improvements that will create better teaching and learning environments for years to come.

Our elementary schools continue to provide outstanding learning experiences for all students. We have launched a new middle school program for the 2025-2026 school year that includes better opportunities to meet each student's unique needs. We continue to expand our options at the high school level to create more experiential, real life learning opportunities for students. There is a lot to be proud of in Minnetonka!

Thank you for your continued support and dedication to our schools. Together, we are building a brighter future for our students and community.

With warm regards,

David Law, JD
Superintendent, Minnetonka Public Schools

School Board Goals

The Minnetonka Public School District is governed by its seven-member School Board. Each member is elected at large and serves alternating four-year terms.



Meet the 2025 Minnetonka School Board. Front row: Meghan Selinger (director), Kemerie Foss (vice chair), Sally Browne (director). Back row: Dan Olson (treasurer), Chris Vitale (clerk), Patrick Lee-O'Halloran (chair), Dr. Mike Remucal (director).

2024-25 School Board Goals

Each year, the Minnetonka School Board sets goals for the school district. In the 2024-2025 school year, Minnetonka Public Schools focused on three goals aimed at continuing the District's emphasis on excellence in how we live, lead and learn.

GOAL: EXCELLENCE IN WELL-BEING, CONNECTION AND BELONGING

The District will continue to foster and promote positive student well-being, connection and belonging efforts and will identify and remove barriers that have a detrimental effect on students' well-being, connection and sense of belonging. The District will strive for the fair treatment, opportunity and advancement of all students to pursue their highest levels of academic and personal achievement. The Board's vision for child-centered excellence will be the foundation for these efforts. Action steps related to this goal include prioritizing student mental health, creating a welcoming, inclusive and safe environment for all students, and increasing bullying prevention efforts in our schools.

GOAL: EXCELLENCE IN STUDENT LEARNING AND SUPPORT

Excellence in student learning and support is a foundational principle guiding the Minnetonka School Board and District Administration in their work. The School Board and District Administration believe that each student is capable of achieving at their highest potential and is committed to working collaboratively with families to support their students' learning. The continuation of the District's excellence in teaching and learning will be driven through deep implementation of educational frameworks and strategic programs to support student learning. Action steps related to this goal include increasing opportunities for improved academic outcomes for all students, improving student literacy, expanding student academic opportunities, such as the VANTAGE and MOMENTUM programs, and improving middle school programming.

GOAL: EXCELLENCE IN LEADERSHIP AND ORGANIZATIONAL SUPPORT

Minnetonka Schools has built a reputation as a national leader in providing exceptional, innovative student programming and unique and diversified pathways for students to experience world-class opportunities and to achieve unrivaled outcomes. The District will strive for excellence in all levels of leadership and organizational support. Action steps related to this goal include ensuring long-term financial stability and sustainability for the District, addressing staffing challenges, ensuring our facilities meet the current and future needs of our students, ensuring high quality meals, and building community trust.

You can read the School Board's 2025-26 Goals for the District at minnetonkaschools.org/goals.

Q&A with School Board Chair Patrick Lee-O'Halloran

School Board Chair Patrick Lee-O'Halloran reflected on the 2024-25 Board Goals and the future of the District.

What progress did Minnetonka Schools make in achieving the School Board goals in the 2024-25 school year?

CHAIR LEE-O'HALLORAN: There was great progress on several long-term Board goals and projects. Launching the new middle school schedule this fall has been a big plus. We're very excited about the opportunities the block schedule offers in improving our middle school programming. The Board and District Administration continued the work on achieving financial stability, supporting innovation and building community trust. Despite the budget cuts our District has experienced, our students continue to achieve top results at all grade levels. I'm also pleased with the launch of our pilot project of student representatives on the School Board and the many additional ways we continue to listen to students and the community.

In what areas does the Board feel that there is still significant work for the District to do?

CHAIR LEE-O'HALLORAN: Despite strong efforts from the community, and particularly from the members of the Community Action for Student Education (CASE) committee, we continue to struggle to obtain financial relief from the state legislature. Some very modest inflationary adjustments by lawmakers to local optional revenue and the statutory cap on our operating levy would stabilize the long-term financial picture for Minnetonka and similarly-positioned school districts. We'll continue to press our leaders in St. Paul for progress on this in the coming year.

What do you see as opportunities and challenges going forward for the District?

CHAIR LEE-O'HALLORAN: The November 2025 Building Bond Referendum is a great opportunity for the District. Minnetonka has not asked residents to consider supporting a building bond levy since 1996, and we are overdue for an investment in our school infrastructure. The Facilities Study Task Force did excellent work to develop and right-size a list of projects that should set the District up for another 30+ years of success. And, to keep it feasible, the District's finance team structured a creative bonding program that would allow us to levy for \$85 million in improvements without increasing the General Obligation Bond portion of residents' property taxes. Rather, the District would be able to continue that levy at the current tax rate over a longer period of time. Simply by extending this bond, our community could support meaningful improvements and make a long-term impact to our students' learning environments.



School Board Chair Patrick Lee-O'Halloran (right) congratulates a Class of 2025 graduate.

How did the Board shape the goals for the school year ahead of us?

CHAIR LEE-O'HALLORAN: The Board worked on the current goals throughout the preceding year. We have Board goal retreats in the fall and the spring where we work together to reach consensus on our priorities and author changes to the prior year's goals. We then publish our draft goals and present them publicly several times before approving them in a public Board meeting, well in advance of the new school year. This way, District leaders, administrators, teachers and staff can all organize their work to address the goals and make progress during the school year.

What are you most looking forward to the District (and/or Board) accomplishing in the 2025-26 school year?

CHAIR LEE-O'HALLORAN: I'm very excited to see our new middle school program continue to bear fruit, and I'm hopeful our community members will educate themselves about the Building Bond Referendum. I would also like to see us continue to build on the commitment to innovation, excellence and experiential learning. We're off to a great start with a record-breaking year for VANTAGE already, and we have opportunities to bring VANTAGE-style learning to the middle school through our expanded electives, to continue preparing students to succeed at the High School. This spring, the Board will revisit the results of the pilot project on elevating student voice. I look forward to reviewing the experiences of our student representatives to the Board as they share about the process. The Board will then decide whether to continue with that project, and if so, how to improve it for the future.

Additional reflections?

CHAIR LEE-O'HALLORAN: Our Minnetonka Schools community is rightfully proud of our tradition of student-centered excellence. The District continues to meet students where they are, and we strive to help them achieve their best, so that every graduate leaves Minnetonka well-prepared for success. Personally, I'm also very proud of the School Board's commitment to lead the District through transparency, open discussion and thoughtful decision-making. Our School Board has a reputation for working well together, and I'm grateful for our shared commitment to putting students first.

Celebrating Academic Excellence

National Merit Semifinalists



Above: Class of 2026 National Merit Semifinalists and Minnetonka High School Principal, Jeff Erickson.

Twenty-eight Minnetonka High School seniors have been named 2026 National Merit Semifinalists in the 71st annual National Merit Scholarship Program. The students scored among the nation's best on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) taken during their junior year.

More than 1.3 million juniors entered the competition for 2025. All semifinalists will have an opportunity to continue the competition for approximately 6,930 National Merit Scholarships that will be awarded next spring.

IB Diploma Graduates



Above: Class of 2025 IB Diploma graduates at their graduation ceremony in June.

Congratulations to the 34 students from the Class of 2025 who earned the International Baccalaureate (IB) Diploma. Of those, 10 students earned an IB Bilingual Diploma in Spanish and three students in Chinese.

The IB Diploma Programme is recognized and respected by the world's leading universities. At Minnetonka, the IB program

is an all-inclusive series of courses that uses internationally-developed curriculum to provide a deep, thought-provoking study in six areas during 11th and 12th grade. It is known for academic rigor and comprehensive curriculum, enhanced by an inquiry into the theory of knowledge, research, creativity, action, service and a capstone extended essay.

Celebrating Student Achievement

Minnetonka Public Schools celebrates the many outstanding academic achievements of its students. Read on for a spotlight on just a few of the ways students made an impact this year with their curiosity and passion. You can find even more examples of Minnetonka students' academic achievements in the Points of Pride section on page 20.



"The biggest thing is, if [an internship or academic experience] interests you, just apply! If you start applying to opportunities and show you have energy and enthusiasm about it, you can find super cool activities."

- Maya Sande '25

World Food Prize Borlaug-Ruan Intern *Maya Sande '25*

Minnetonka High School senior Maya Sande '25 was selected as a Borlaug-Ruan International Intern for the World Food Prize Foundation. Sande was one of just 16 students worldwide to be chosen for the annual opportunity. Sande was part of the VANTAGE Global Sustainability strand, in which she wrote and presented a paper at the World Food Prize Minnesota Youth Institute. Because of that experience, she was eligible to apply for the Borlaug-Ruan internship.

During the internship experience, students engage in projects with experts at top agricultural institutions in six countries. This summer, Sande spent time researching and learning at EARTH University in Costa Rica. "I got to meet so many new people from all over the world who were students or professors," said Sande. "This internship improved so many of my academic and personal skills. I adapted to living in a different country and worked on research. Both developed skills that will be helpful in my academic future."

Scripps National Spelling Bee Qualifier *Wade Salvey '32*

Minnetonka students swept the podium at the Twin Cities Regional Spelling Bee in March, placing first, second and third in the competition. After eight intense rounds, Wade Salvey '32 from Scenic Heights Elementary (pictured left) successfully spelled "toorie" (a tassel on a Scottish bonnet) to win the competition. The accomplishment earned Salvey the opportunity to represent the Twin Cities at the Scripps National Spelling Bee in National Harbor, Maryland in May. Minnetonka students Maya Riedner '32 (Clear Springs Elementary, pictured middle) and Kai Riedner '30 (Minnetonka Middle School West, pictured right) finished in second and third place at regionals.

Salvey had not competed in a spelling bee prior to this year. "I got started because my teacher suggested I take the written qualifier for the school spelling bee," he said. While Salvey does not have a favorite word to spell, he noted that "words with multiple vowels next to each other are quite fun."



"I did not expect that I would win, so this was a big surprise. I am still in a little bit of a disbelief stage."

- Wade Salvey '32

Testing Ahead of Peers

Minnetonka students experience a transformation that accelerates their learning far above the national average.

By the time they reach middle school, the average Minnetonka Schools sixth grader in English or Chinese/Spanish Immersion is performing beyond the twelfth-grade level in reading and math compared to national norms.

MCA III Test Results Show Strong Performance by Tonka Students

Minnetonka students across all grades that are tested are performing well on measurements collected through standardized testing. Most notably, students demonstrated strong performances in reading and math. On the spring 2025 MCA III assessments, Minnetonka students ranked first in math and third in reading among comparative schools in the Twin Cities metro area.

While the District is constantly working to improve grade-level proficiency, please note that students may opt out of MCA testing, and when they do, they are counted among the percentage the State of Minnesota considers “Not Proficient” in the results.

SPRING 2025 MCA III COMPARISONS: PERCENT OF STUDENTS ACHIEVING PROFICIENCY*

District	Reading	Math
Minnetonka	74.6%	74.8%
Westonka	77.4%	74.5%
Edina	76.3%	72.6%
Orono	72.4%	73.5%
Wayzata	72.4%	72.6%
Eden Prairie	65.0%	58.7%
Eastern Carver County	62.3%	61.6%
Hopkins	48.5%	37.8%
State of Minnesota	49.5%	45.0%

Spring 2025 was the first administration of the MCA IV Science exam. Results for this exam were released late. They will be available in the Minnesota Report Card found on the Minnesota Department of Education website.

*The MCA III percentages in the table on the left represent all students tested on the MCA III from the Minnesota Report Card found on the Minnesota Department of Education website.



NWEA Test Performance Compared to National Grade-level Criteria

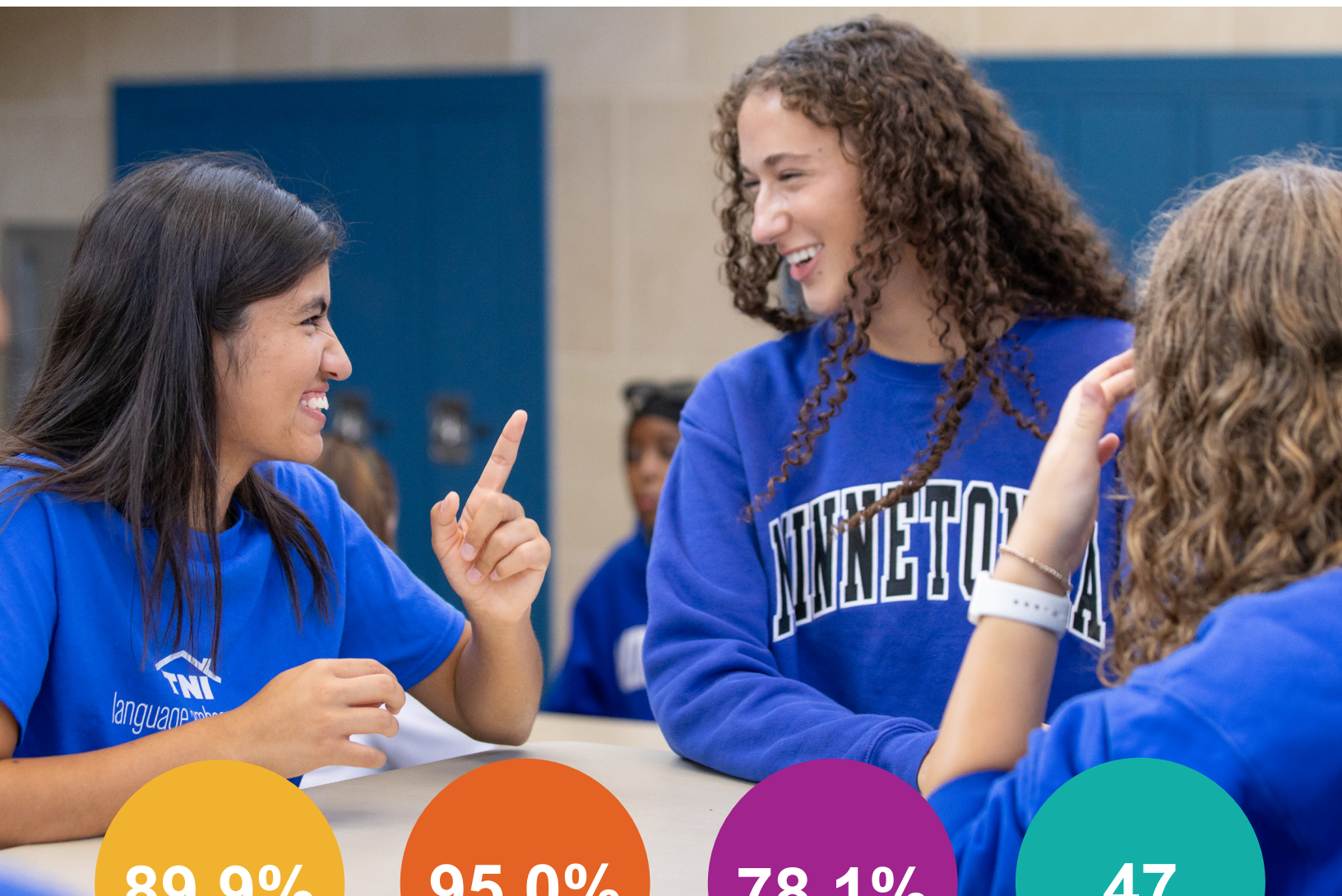
By the spring of their first year with Minnetonka Schools, Kindergarten students already begin to perform academically ahead of their peers. By the end of elementary school, the average fifth-grader is performing at a mid-ninth-grade level in reading and beyond the twelfth-grade level in math. By sixth grade, students are performing beyond twelfth grade in both subjects.

SPRING 2025 RESULTS: NWEA MEASURES OF ACADEMIC PROGRESS

Minnetonka	Reading level:	Math level:
Kindergarten	Early 1 st Grade	Mid 1 st Grade
Grade 1	Mid 2 nd Grade	Early 3 rd Grade
Grade 2	Mid 3 rd Grade	Early 4 th Grade
Grade 3	Early 5 th Grade	Early 6 th Grade
Grade 4	Early 7 th Grade	Early 8 th Grade
Grade 5	Mid 9 th Grade	Beyond 12 th Grade
Grade 6	Beyond 12 th Grade	Beyond 12 th Grade
Grade 7	Beyond 12 th Grade	Beyond 12 th Grade

AP by the Numbers

Advanced Placement® (AP) gives students the chance to engage with college-level work while still in high school and to earn college credit—which can save families thousands of dollars. In the 2024-25 school year alone, 3,832 AP® exams were taken by Minnetonka High School students.



89.9%

of all MHS students who took an AP® exam scored at least a 3 out of 5

95.0%

of the MHS students who were enrolled in an AP® course also took the AP® exam

78.1%

of the Class of 2025 took at least one AP® exam during their high school career

47

unique AP® courses were offered at MHS

Congratulations to the 966 students who have achieved an AP Scholar Award in 2025. To view a complete list of AP Scholars, visit minnetonkaschools.org/APscholars25

Best Wishes to the Class of 2025

On June 5, 2025, the 72nd graduating class of Minnetonka High School celebrated commencement at U.S. Bank Stadium. The 885 graduates and their families joined the District in recognizing the culmination of their K-12 school journey.

Graduates have enrolled in 206 colleges and universities in 41 different states and the District of Columbia, and four graduates are studying internationally.

The top five colleges and universities that graduates are attending include: The University of Minnesota, Twin Cities

(105), Normandale Community College (31), the University of Minnesota, Duluth (26), the University of Wisconsin, Madison (24) and the University of Iowa (22). Eight graduates have entered military service.

"Seniors, you have been the highlight of my work. I am very proud of you, and I will miss you," said Minnetonka High School Principal Jeff Erickson in his commencement address. "Class of 2025, we need your leadership, implemented with curiosity and creativity, and coupled with your kindness and empathy toward others. I cannot wait to see what you do."





99%

of seniors graduated

84%

are college-bound

76%

are attending 4-year colleges and universities

8%

are attending 2-year colleges

38%

are attending Minnesota colleges and universities

8

graduates have entered military service

2%

graduates have entered the workforce or are pursuing an apprenticeship

**Numbers and percentages in this section reflect students who chose to share their plans with the District. 10% of graduates noted they were undecided or chose not to share their post-graduation plans.*

CASE Committee Champions School Funding at the Minnesota State Capitol

The Community Action for Student Education (CASE) committee consists of parents, teachers, students, staff, Board members and District leaders driven to make a difference



Above: Members of the Minnetonka Schools CASE Committee met with legislators at the Minnesota State Capitol this spring to share about the importance and impact of school funding decisions.

When Minnetonka Public Schools faced the challenge of advocating for adequate state funding during a difficult budget cycle, District leadership knew that the most powerful voices would come from the community.

In November 2024, the Community Action for Student Education (CASE) Committee, a committee that has seen a handful of participants over the past few years, saw new life. With District administrators, parents, teachers, students and community members, the committee came together, aligned with a shared commitment to securing the resources our schools need to thrive.

"We knew the timing was critical," said Superintendent of Minnetonka Public Schools, David Law. "School districts across the metro area were being forced to cut more than \$150 million for the 2025-26 school year, with even deeper reductions projected in subsequent years if state funding failed to keep pace with inflation."

Minnetonka Schools had reduced \$8 million over two school years, and without legislative action in the near future, the District faced a shortfall in the years ahead, as well.

"For years, state spending on public education has been declining as a share of its overall budget. In the past, Minnetonka relied on robust enrollment growth to help us weather the slowly shrinking slice of funding from the State of Minnesota, which hasn't kept up with inflation. Until recently, we haven't had to cut our District budget in a way that impacted staff positions. Cutting, unfortunately, has repercussions on the classroom," said Dan Olson, School Board Treasurer. "While growth in enrollment is still healthy, it's leveled off somewhat, and on its own, it is no longer enough to buffer the District from financial challenges. Therefore, it's critical that District families reach out to their representatives and emphasize that the State needs to increase its

investment in public education to support our students, teachers and programming.”

Committee Unifies for Action

From November 2024 through May 2025, CASE Committee members demonstrated remarkable dedication to the cause. Superintendent Law coordinated weekly communications, keeping members informed about legislative developments and providing strategic guidance for their advocacy efforts. Committee members responded with sustained outreach to local legislators, sending personalized messages, attending committee hearings, and having in-person meetings with lawmakers to emphasize how funding cuts would directly impact their children’s educational programs and opportunities.

The committee’s efforts gained momentum throughout the legislative session. In March, two dozen CASE and community members attended a town hall with Senator Steve Cwodzinski, Senator Julia Coleman, Senator Ann Johnson Stewart and Representative Andrew Myers. All four legislators expressed interest in Minnetonka’s Local Optional Revenue requests—a testament to the committee’s effective grassroots advocacy.

A visit to the State Capitol in March by the CASE committee marked a pivotal moment in the campaign. CASE members joined the Association of Metropolitan School Districts’ “Day at the Capitol,” meeting directly with legislators to share personal stories about how funding challenges affected their families and students. These face-to-face conversations proved invaluable, with legislators later referencing the impact of hearing directly from parents and students.

“IT’S CRITICAL THAT DISTRICT FAMILIES REACH OUT TO THEIR REPRESENTATIVES AND EMPHASIZE THAT THE STATE NEEDS TO INCREASE ITS INVESTMENT IN PUBLIC EDUCATION TO SUPPORT OUR STUDENTS, TEACHERS AND PROGRAMMING.”

*- Dan Olson
Treasurer, Minnetonka School Board*

Reflecting on the Impact of Efforts

The committee’s persistence yielded tangible results. Two legislators introduced bills to increase Local Optional Revenue, with one specifically noting the bipartisan support demonstrated by CASE member communications. Minnetonka Schools’ Executive Director of Finance and Operations Paul Bourgeois testified before legislative committees, supported by the groundswell of community advocacy the CASE Committee had generated.

As the session progressed toward its adjournment on May 19, the House Education Finance Committee’s omnibus bill included provisions to increase Local Optional Revenue—rebranded as Basic Supplemental Revenue—which would have generated an estimated additional \$500,000 in ongoing revenue for Minnetonka. Though this measure was voted down by lawmakers in the final negotiations in the session, the discussion to make these changes to support public education went farther than it ever had in years past. This sets the foundation for an even stronger position for CASE’s advocacy efforts moving forward to influence meaningful change to support schools through collaborative and coordinated engagement with lawmakers.

The CASE Committee’s work exemplifies the power of engaged citizenship.

“Parents, community members, and District stakeholders proved that when we speak with one voice about the importance of public education, legislators listen and respond,” said Sally Browne, Director on the Minnetonka School Board.

The CASE committee’s dedication ensures that Minnetonka’s needs remain visible and were prioritized throughout a challenging legislative session, laying the groundwork for continued advocacy in support of our students and teachers.

Ways to Get Connected

The CASE committee remains active and will kick off its 2025-26 efforts soon. From calling and writing state legislators in support of public education to visiting the State Capitol and more, there are many ways for community members to participate in championing school funding.

To learn more about CASE and to get involved, visit minnetonkaschools.org/CASE

Technology to Accelerate Teaching & Learning

Q&A with the District's Executive Director of Technology, Amanda Fay



Amanda Fay, the new Executive Director of Technology for Minnetonka Public Schools, is energized by the forward-thinking vision of her colleagues in Minnetonka and across the metro area. Fay and the technology department are proactively shaping a future where technology serves Minnetonka's educational goals in powerful ways. She is proud to lead a team that ensures the District's technology infrastructure is not only reliable but also safe, forward-thinking and aligned with our educational goals.

Fay is a firm believer in the power of partnerships and sharing best practices. She meets regularly with a group of technology leaders from other local school districts where, together, they talk through challenges, share successes and find solutions. This collaboration ensures Minnetonka Schools can achieve the highest quality services for its students and staff. Ultimately, seeing the progress Minnetonka has made in building a reliable and innovative technology ecosystem, and knowing the potential for what the District can still accomplish, is Fay's constant source of inspiration.

Share about your pathway that led you to this role.

FAY: I started my career as a middle school English teacher and found that I was fascinated by the potential of technology in the classroom. I saw firsthand how a simple set of devices could transform lessons, spark student interest and open up new ways for students to demonstrate learning. From there, I began helping my fellow colleagues use technology more effectively which led to a full-time role as a technology integration specialist. I also went back to school for my master's in educational leadership and my specialist's master's with K-12 administrative licensure. I was thrilled to join the Minnetonka Public Schools community four years ago as the Director of Instructional Technology. My experience working closely with both our educators and our tech teams prepared me for my current role as Executive Director of Technology.

Can you describe a day-in-the-life of somebody working in the District's IT Department?

FAY: We're a small but mighty team of 14, and our work spans the entire District. For some, the day starts at 5 or 6 a.m., making sure classrooms and systems are ready for the influx of students and staff. Throughout the day, you'll find us running from building to building, providing on-demand, in-person support. We're the people you call for everything from a quick question to a major technical issue. At the same time, we're doing critical behind-the-scenes work. We are building long-term plans and visions for technology replacement cycles. Some of our staff stay late to set up technology and sound for after-school events or to problem-solve in classrooms so that everything is ready for the next day. It's a constant cycle of responding to the immediate needs while also building for the future, and I couldn't be more proud of our technology team's ability to do both.

When it comes to technology, what are some aspects the school community may not know?

FAY: One of the most significant aspects is the interconnectedness of our technology systems and the diverse, robust backgrounds of our staff who manage them. Our team is made up of former classroom teachers, data analysts, network engineers, and a variety of other specialists. Their diverse expertise helps us understand not just the technology itself, but how it directly impacts teaching and learning. Our team is proactively building, maintaining and supporting the intricate web of systems that ensures our District runs smoothly. Our goal is to make sure the technology is seamless and reliable, allowing teachers to focus on teaching and students to focus on learning without interruption.

What opportunities are you and your team excited to pursue?

FAY: It was an incredibly productive summer for Minnetonka's technology team. We've implemented several significant upgrades to improve our District's infrastructure, services and security posture. The successful completion of these projects represents a major investment in our District's future and lays a solid foundation for what we can achieve in the upcoming year. For the current school year, we're most excited to see these upgrades in action and feel the full impact of a more robust and reliable learning environment for our students and staff.

Lifelong Learning for All

Q&A with the District's Executive Director of Community Education, Kim Carlson



Minnetonka Community Education offers a range of resources and programs that support lifelong learning for all ages. From early childhood to adult enrichment, the depth and quality of opportunities available are exceptional. Kim Carlson began her role as Executive Director of Community Education in August 2024. She brings 25 years of leadership experience and a strong commitment to community engagement to the role.

Carlson was initially drawn to Minnetonka because of the outstanding reputation of Minnetonka Public Schools. She recognized the District's dedication to excellence in education and innovation and saw an opportunity to be part of something impactful. What stood out to her was the unique sense of community that exists here. Despite being part of a larger metro area, she shared that Minnetonka has a "small-town feel" that fosters strong relationships and a genuine community spirit. That combination of excellence and belonging, along with the potential to make a meaningful difference in the lives of residents through education, connection and engagement, is why she's here.

What have been the biggest highlights of your role thus far?

CARLSON: One of the biggest highlights was being part of the 2025 graduation ceremony at U.S. Bank Stadium last spring. Standing alongside a proud team of administrators, School Board, staff and families and witnessing the joy and accomplishment of our graduates was a crowning moment. During the summer, I enjoyed hosting events with the Minnetonka Community Education team. This talented group works together to create amazing events such as the Tonka Youth Triathlon, the Minnewashta Mud Run, and the incredible Tour de Tonka community bike ride. The team's dedication to service is truly inspiring. When it was time for "back-to-school," it was great to see more than 400 incoming freshmen connect for the "East Meets West" event. Welcoming preschoolers and their families to the District at our fall open house and seeing the little ones arrive with oversized backpacks that were almost as big as them made me smile.

Were there any "surprises" during your first year?

CARLSON: The biggest surprise was discovering just how far-reaching and impactful our programs and services are across our community. I was amazed by the sheer number of participants and the deep level of involvement by students, families and staff. The local businesses in the community are incredibly generous, donating time and money to support our programs. The high quality programming is exceptional, and there's a shared commitment to learning, growing and supporting each other in our community!

What's new in Community Education?

CARLSON: We are expanding our outstanding Early Childhood Family Education (ECFE) program, and we have a special focus on broadening parent education opportunities from pre-K through grade 12. Supporting families at every stage of their educational journey is central to our mission. As we begin the 2025–2026 school year, we are addressing the ongoing childcare staffing shortage that continues to impact districts across the state and are committed to finding creative, sustainable solutions that support both our staff and the families we serve. In addition, we are taking a close look at our resources and larger community events to explore new ways to bring people together. Whether it's through enrichment programs, celebrations or educational workshops, we are creating spaces where families will find encouragement and build community connections.

What inspires you most about working with lifelong learners of all ages?

CARLSON: Seeing the spark in our earliest learners as they grow and explore is inspiring. Being able to offer support to parents as they navigate their journey, and helping adults reconnect with what brings them joy gives my job purpose. Lifelong learning is more than education—it's building community, fostering growth and nurturing well-being across every stage of life. I love seeing the joy and confidence that comes from trying something new or meeting someone with a shared interest. That sense of discovery and connection is what drives our work. Every day in Community Education is an opportunity to make an impact.

Signature Programs Update

Experiential Learning Offers Pathways to Personal Success



Minnetonka Schools' many signature programs are among the ways the District provides personalized learning and support.

"These are core experiences that enrich our students' academic journeys," said Dr. Amy LaDue, Associate Superintendent for Minnetonka Schools. "Each signature program offers engaging pathways that empower students to pursue learning and skill development according to their individual interests, plans and passions. These courses connect students with opportunities and inspire future goals, creating possibilities."

Here, you'll find updates on several of these pathways—from the District's specialized high school courses that give students hands-on opportunities and windows into future careers to its K-12 Language Immersion program and opportunities

across grade levels for advanced learning and enrichment. In addition to the programs featured here, Minnetonka Schools has many other unique options for students:

- Ready-Start Kindergarten (RSK) is filled with hands-on opportunities for younger Kindergarteners to develop social and emotional skills.
- Tonka Codes is a coding curriculum that introduces all students to the language of computer programming in grades K-12.
- The District's art and music classes start in Kindergarten, and musical theatre opportunities begin in fifth grade.
- Senior Capstone provides students the opportunity to apply for and participate in a two-week, off-campus experience at the end of their senior year.



LANGUAGE IMMERSION

Minnetonka's Chinese and Spanish Language Immersion Program provides premiere learning experiences for students from Kindergarten through their senior year.

In the 2024-2025 school year, there were 3,125 students enrolled in the District's Spanish Immersion program, and 1,047 enrolled in the Chinese Immersion program. Many graduates who continued Immersion through their senior year expressed the desire to pursue an advanced degree in their language of study as either a major or minor.

In both Immersion languages, cultural experiences complement students' classroom learning. Chinese Immersion students welcomed the Year of the Snake with a New Year celebration. In the spring, student teachers from Concepción, Chile returned to the District through an ongoing partnership, providing another opportunity for Spanish Immersion students to learn from native speakers.

Students had many real-world opportunities to apply their language skills, including volunteering at Minnetonka Community Resource Night, the West Metro Asian Fair, and for the Spanish and Chinese Exchange volunteer programs, which provide the opportunity for high school Immersion students to give back to their community by working as volunteers in elementary Immersion classrooms.

Elly Heuer '29 is a student in the Spanish Immersion program. For her, the most exciting part of the program has been seeing her personal improvement. "Through Immersion, I've learned that the easiest way is not always the best way. By choosing Immersion, I feel I've learned Spanish more thoroughly, and I don't doubt that I will know it for the rest of my life."

Students who continue in the Immersion program through their senior year have the opportunity to earn the State of Minnesota's Bilingual Seal, among other honors.

"EACH SIGNATURE PROGRAM OFFERS ENGAGING PATHWAYS THAT EMPOWER STUDENTS TO PURSUE LEARNING AND SKILL DEVELOPMENT ACCORDING TO THEIR INDIVIDUAL INTERESTS, PLANS AND PASSIONS."

*-Dr. Amy LaDue
Associate Superintendent*



"ONLY ABOUT 1 IN 5 AMERICANS SPEAKS A SECOND LANGUAGE, AND THROUGH THE MINNETONKA IMMERSION PROGRAM, I AM ONE OF THEM."

*-Elly Heuer, '29
Immersion Program Student*

MINNETONKA RESEARCH

Minnetonka Research provides students with the opportunity to pursue authentic research driven by their own questions and interests. By connecting students with leaders in academia and industry, this program inspires and guides students as they develop crucial skills in communication, critical thinking, creativity and collaboration. In 2024-25, 82 MHS students participated in the program.

"As Minnetonka Research teachers, we are thrilled to see measurable growth of our students in communication, professional and research process skills, and scientific knowledge," shared teachers Caitlin McWhirter and Kevin Burns. "Students' inquiry-based projects help them develop skills that will make them successful in whatever field they choose in their futures, and we are happy to provide them with the opportunities to pursue their passions."

All students in the program participated in the Twin Cities Regional Science Fair, and many advanced to the state science fair to share their knowledge and research processes. A record number of Minnetonka students qualified for the Regeneron International Science and Engineering Fair, hosted in Columbus, Ohio in May 2025. Another highlight of the year was the annual Minnetonka Research Symposium in May, where students presented their final projects to the community.

"Minnetonka Research helped me explore my field of choice really deeply, enough so where I realized that I wanted to pursue a different field than the one I originally planned," said Research student Razeen Abdul-Field '25. "It helped open my eyes to new possibilities and has been instrumental to my choice of major now that I'm off to college."

For 2025-26, Minnetonka Research welcomed 83 students for another year of discovery.



"YOU TAKE FULL RESPONSIBILITY FOR YOUR PROGRESS. WHAT'S REALLY COOL ABOUT THE STRUCTURE IS THAT IT ALLOWS YOU TO PUSH YOURSELF TO YOUR LIMITS."

*-Razeen Abdul-Field '25
Minnetonka Research Student*

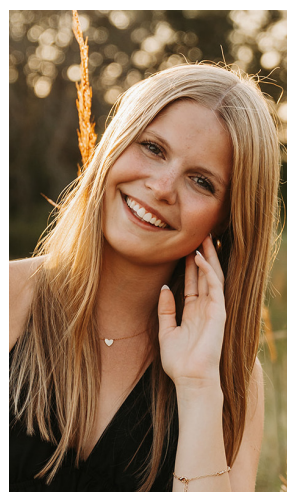
MOMENTUM

Five years ago, MOMENTUM, Minnetonka High School's program for Design and Skilled Trades, launched with expanded opportunities in technology education. It has since grown to serve hundreds of students across various areas of study, with a record-breaking 467 course registrations in 2024-25. Named for the hands-on, forward motion and forward thinking that is part of its work, MOMENTUM provides students with specialized tracks in automotive, aviation, engineering and construction systems.

Embedded project-based learning with external business partners are a program highlight. In the Physics in Home Renovation course, students worked with the City of Minnetonka Fire Department to build prop dollhouses that firefighters then used to train on fire behavior and suppression techniques.

In the 2024-25 school year, the program's aviation courses moved to the newly-opened VANTAGE/MOMENTUM Building, which contains a specialized Aviation Flight Lab. The lab is home to three full-motion flight simulators and 15 state-of-the-art static flight simulators. A new multidisciplinary class titled Flight Instruction and World History, which gives students an aviation elective credit and a world history social studies credit, launched in the fall. In 2025-26, a second multidisciplinary aviation course, which combines flight school II, global economics and meteorology, expands the opportunities for students' aviation studies even more.

Camille Peck '25 took two years of aviation courses through MOMENTUM. "I was a junior when Minnetonka's Aviation program started," shared Peck. "I was already considering a career in aviation, but this program really gave me opportunities to explore that I would not have otherwise had." She completed her private pilot license just one week after graduating from MHS, thanks in part to the experiences she had in the MOMENTUM program.



"THIS PROGRAM REALLY GAVE ME OPPORTUNITIES TO EXPLORE THAT I WOULD NOT HAVE OTHERWISE HAD."

*-Camille Peck '25
MOMENTUM Program Student*

VANTAGE

VANTAGE is Minnetonka High School's Advanced Professional Studies Program, offering a unique way for high school students to apply their coursework in real-world settings. The classes take place in the new, state-of-the-art VANTAGE MOMENTUM Building, which opened in the spring of 2024.

In 2024-25, VANTAGE students participated in a wide range of professional fields, with strands that included Business Analytics, Design + Marketing, Global Business, Global Sustainability, Health Sciences, International Relations, Multimedia Communications, Public Policy, VANTAGE Computer Science and VANTAGE Education. The new VANTAGE Fashion strand was proposed in the 2024-25 school year and launched in 2025-26, combining fashion design and global economics classes within one course.

VANTAGE provides hands-on engagement and connection through one-on-one mentorship with local professionals, rigorous coursework and real project work directed by industry leaders. VANTAGE students partner with small, local businesses, nonprofits and multinational corporations to provide recommendations and insights into a variety of authentic business development strategies.

Rorey Schoen '26, a VANTAGE Public Policy student, enjoyed the impact her work made. "Seeing how our project partners trusted us and then put into place our suggestions was extremely fulfilling," said Schoen. "One of my project groups helped to create actual school policy."

In 2024-25, the program served 543 high school students. VANTAGE students completed more than 170 projects as part of their experience, and more than 1,300 professionals volunteered in various roles—as mentors, guest speakers and site visit hosts—to support the program. In 2025-26, there are more than 620 students participating in the program across all strands.

THE NAVIGATOR PROGRAM

The Navigator Program serves exceptionally advanced students in second through fifth grade. This unique program provides a specialized learning environment capitalizing on the unique intellectual strengths of its learners.

"By creating challenging learning opportunities in a safe environment, advanced learners develop the grit needed to try hard things, to fail and to try again. We don't want college to be the first time a student struggles," said Diane Rundquist, Minnetonka's Director of Advanced Learning and Student Growth. "Our teachers provide intentionally rigorous, meaningful work tailored to this population of learners that is meant to challenge students and get them to work beyond their comfort zones."

Maya Dodez '34 is a student in the Navigator program at Scenic Heights Elementary. "One skill that has helped me is having a growth mindset, changing negative thoughts into positive ones," Dodez shared. "I think about it when I run into challenges."

There are many other academic enrichment options for students in grades K-12. In elementary school, programs such as Independent Investigations, Project Think, Academic Extension and Wings serve advanced students.

In middle school, students may participate in Honors and Accelerated classes. In 2024-25, two groups of students from Minnetonka Middle School West earned national recognition in the NPR Student Podcast Challenge, where they received honorable mentions for their work. Students created podcast episodes as part of their Advanced Learning Seminar class.

At Minnetonka High School, advanced learning options include Advanced Placement, International Baccalaureate and Honors courses, as well as specialized programs such as Minnetonka Research and Project Lead the Way.



"MY FAVORITE PART OF VANTAGE WAS SEEING THE IMPACT THAT MY CLASSMATES AND I WERE ABLE TO MAKE. ONE OF MY PROJECTS HELPED TO CREATE ACTUAL SCHOOL POLICY."

*-Rorey Schoen '26
VANTAGE Public Policy Student*



"ONE SKILL THAT HAS HELPED ME IS HAVING A GROWTH MINDSET, CHANGING NEGATIVE THOUGHTS INTO POSITIVE ONES. I THINK ABOUT IT WHEN I RUN INTO CHALLENGES."

*-Maya Dodez, '34
Navigator Program Student*

S.A.I.L.

Minnetonka's Students Achieving Independent Life (S.A.I.L.) program is a transitional education option for students ages 18-22 with disabilities. The program assists students in preparing for success in adult life. It is set in a building intentionally designed to support learning for life after high school. The school includes a complete model apartment, a greenhouse, a kitchen space, a video production studio and learning labs for skills development.

Students have access to skills-building activities designed to meet their needs for career training, recreation, leisure, community participation, independent living and post-secondary/post-school planning. For student Nicholas Haugen '24, community outings were his favorite part of the program. "You get to explore so many cool places and experience what they offer!" said Haugen.

Partnerships with local businesses and community organizations offer students ways to learn professional skills and build relationships for their future career opportunities. "Community involvement and practice is an integral part of S.A.I.L. Our 35 students participated in more than 110 community outings and countless visits to internships and work experiences," said Erin Valenta, Director of Special Education for Minnetonka High School and S.A.I.L.

"S.A.I.L. has expanded its work experience program by partnering with new community sites tailored to student interests," said Valenta. "These include Deakayne's, a local retailer offering hands-on customer service and inventory experience; Walgreens, where students assist with stocking and front-end support; Sunrise Assisted Living, providing opportunities to engage with residents and support daily activities; and First Student Bus Company, where students explore transportation logistics and vehicle maintenance support roles." Looking ahead, S.A.I.L. plans to grow its business partnership network to offer even more experiences.



**"[THROUGH
S.A.I.L.], YOU GET TO
EXPLORE SO MANY
COOL PLACES AND
EXPERIENCE WHAT
THEY OFFER!"**

*-Nicholas Haugen '24
S.A.I.L. Student*

TONKA ONLINE

Tonka Online is Minnetonka Schools' e-learning program. The program offers elementary, middle and high school students the opportunity to receive the same outstanding District-developed curriculum, rigorous academic standards and commitment to excellence that their counterparts in Minnetonka's physical buildings receive. In 2024-25, 184 students enrolled in Tonka Online. High school students in Tonka Online have access to both supplemental courses and core curriculum courses that round out their graduation requirements. An additional 628 Minnetonka students participated in 1,379 supplemental courses. Eighty-nine students from other districts participated in 163 supplemental Tonka Online courses, as well.

"Tonka Online is a wonderful program that truly maximizes learning opportunities for students by allowing them to explore a wider range of courses," said Samhita Krishnamurthy '28. "I've had the privilege of taking several Tonka Online classes, all taught by outstanding teachers who not only supported my accelerated learning but also inspired me to delve into new areas of study across different fields."

Elementary and middle school Tonka Online courses have been specifically designed to provide personalized instruction and to better support learners through a blend of synchronous and asynchronous instructional models. Outside of the classroom, teachers ensure that students have an opportunity to develop social and emotional skills with classmates, from organizing meet-ups to facilitating clubs.

At the high school level, Tonka Online has continued to expand course offerings with more electives in business, science and computer science subjects. These offerings allow students to meet graduation requirements and explore areas of interest through classes such as AP Art History, AP Environmental Science, business courses and more.



**"[MY TEACHERS] NOT
ONLY SUPPORTED
MY ACCELERATED
LEARNING BUT ALSO
INSPIRED ME TO DELVE
INTO NEW AREAS
OF STUDY ACROSS
DIFFERENT FIELDS."**

*-Samhita Krishnamurthy, '28
Tonka Online Student*

Facilities Study Task Force Delivers Comprehensive Plan for District's Future

Excellence in leadership and organizational support has long been a cornerstone goal for Minnetonka Public Schools. Ensuring that District facilities meet current and future student needs stands as a critical component of this commitment. In April 2024, the District embarked on an ambitious journey by establishing the Facilities Study Task Force—a comprehensive effort culminating in the District's first building bond referendum request in 29 years.

District leaders solicited applications from across the school and residential communities, ultimately assembling a broad and diverse 26-member task force representing the breadth of Minnetonka's stakeholders. From mid-April through mid-October 2024, including throughout the summer months, these parents, administrators, teachers and community members committed themselves to an exhaustive review process to inform critical decisions about the District's facilities.

The task force was thorough and systematic. Members toured and examined every school and District building, studying the history and current status of each facility while reviewing comprehensive survey data from key stakeholders. They attended more than 15 presentations, analyzing how existing spaces support educational programming and identifying where improvements could better serve students' evolving needs. This meticulous process enabled the task force to develop well-informed recommendations grounded in data, community input and firsthand observation.

Through extensive work, the task force initially identified more than \$190 million in priority facility needs across the District. Recognizing the magnitude of this figure, members engaged in careful deliberation to determine the most critical investments required to support student success. It ultimately prioritized \$85M in essential improvements—needs deemed most urgent for ensuring safe, modern and adaptable learning environments that can support instructional excellence far into the future.

The task force's recommendations addressed systemic needs across all District facilities. Every school would receive safety and security improvements, while middle schools—which have seen the fewest upgrades over the past two decades—would receive the largest investment. These improvements include

updated and additional science classrooms, flexible multi-use instructional spaces for students and community use, expanded cafeteria areas, and enhanced gym and performance spaces. Most sites would gain new small group instructional spaces, and Deephaven Elementary would receive a gymnasium to match the District's other elementary schools. Minnetonka High School improvements would include a redesigned counseling center and an expanded cafeteria.

Based on these comprehensive recommendations, the School Board unanimously voted to place the \$85M Building Bond Referendum on the November ballot. Demonstrating the District's commitment to responsible fiscal stewardship, this referendum has been carefully structured to result in a no net tax rate increase for residents. As older bonds expire and new ones are issued, the restructuring would maintain tax neutrality by extending the current rate for the General Obligation Bond portion of residents' property taxes.

"The School Board is grateful to the task force for its dedication and diligence," said Kemerie Foss, Vice Chair of the Minnetonka School Board. "The end result of its efforts, along with the incredible work of the District's Executive Director of Finance and Operations, Paul Bourgeois, was to find a solution that, if voters pass it, would provide needed security and classroom upgrades but that will not place an additional burden on our taxpayers. That is just outstanding."

This innovative financial approach reflects the District's broader commitment to prudent fiscal management. Through aggressive financial stewardship, the District ensures that more than 86% of its annual operating budget flows directly to school-level education services, maximizing support for students and instruction.

"From my first few days serving as Minnetonka's superintendent, I began hearing from parents, staff and School Board members about updates our schools have needed," said Superintendent of Schools, David Law. "I am thrilled that this collaborative group came together to do a comprehensive review of the District's facility challenges and to determine the most critical needs. This resulted in a proposal we can put in front of our residents that would have a net neutral impact on their year-over-year General Obligation Bond portion of their property taxes. It is a win for our schools and for the community."

The District has maintained complete transparency throughout this process, with multiple School Board study sessions and meetings featuring task force updates and referendum discussions. Community members may access archived videos of these proceedings, along with explanatory materials and public hearing recordings on the District website. As November approaches, the District encourages all community members to become informed about this historic referendum and to consider its impact on student learning environments.

Building Bond Referendum on the Nov. 4 Ballot

The Minnetonka School Board has unanimously voted to put forth a referendum in November asking voters to consider an \$85M Building Bond. The bond payments would be structured in a way that allows for **no net tax increase** for taxpayers for the General Obligation Bond portion of their property taxes.

Visit the District website at minnetonkaschools.org/Building-Bond-2025 for key information about the referendum, including Frequently Asked Questions.

2024-25 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 2024-25 and the exceptional effort put forth every day to earn these awards and honors are celebrated.

Academics

- Minnetonka High School Class of 2025 Highlights:
 - 21 National Merit Semifinalists, 30 Commended Students.
 - 7 students received the top score of 36 on the ACT.
 - 34 students earned an IB Diploma, out of which 13 earned a Bilingual IB Diploma – 10 students in Spanish and 3 students in Chinese.
 - 127 full-program Immersion students continued their coursework through their senior year—28 students in Chinese, 99 students in Spanish.
 - 60 students earned a Minnesota World Language Proficiency Certificate, 130 earned a Gold Bilingual Seal, 237 earned a Platinum Bilingual Seal and 7 earned Multilingual Seals.
 - 284 students graduated summa cum laude, 76 magna cum laude and 72 cum laude.
- 737 MHS students were honored with academic letters. The Class of 2025 earned 168 letters, the Class of 2026 earned 158 letters, the Class of 2027 earned 185 letters and the Class of 2028 earned 226 letters.
- 16 students received College Board National Recognitions, including the National African American Recognition Award, National Hispanic Recognition Award, National Indigenous Recognition Award and the National First Generation Recognition Award.
- Minnetonka's AP® exam pass rate (3 or higher) is 89.9%. As of publication, 966 students in grades 9-12 had earned one of three AP® Scholar designations.
- 721 students took a total of 1,055 IB exams. 87.4% of students scored 4 or higher.
- Milan Darji '26 earned the Minnesota Department of Education Scholar of Distinction Award.
- 46 high school students and 7 middle school students were state qualifiers for the Minnesota State Science and Engineering Fair.
- 7 students qualified to participate in the Regeneron International Science and Engineering Fair.
- 15 MHS students earned high marks in the National French Contest, Le Grand Concours.
- Heather Totin's third grade class from Deephaven Elementary participated in NASA's "Plant the Moon, Jr." competition, earning a "Best in Show" distinction.
- Luke King-Schultz '31 traveled to China to compete in the International Chinese Bridge Contest, where he placed fifth in the world for the elementary division.
- 5 MHS students were honored at the state level with a Minnesota Aspirations in Computing Award.

Activities

- The MHS Bowling Team qualified for the state championship and placed 14th overall.
- Minnetonka students competed at the state-level chess tournament. The MHS team placed fourth, and the MMW team placed first. The K-5 team from Scenic Heights Elementary placed first in its division, and the K-3 team from Scenic Heights placed second.
- 4 Minnetonka High School Debate students qualified for the state tournament.
- DECA sent 230 students to the State Career Development Conference, which is a school record for participation.
- The Destination Imagination Team, "MMW Spectacular Circus" qualified for the Destination Imagination global competition, placing 24th overall.
- A team of 4 Minnetonka High School students qualified for the State Economics Challenge.
- The MHS Envirothon team placed first at state and 8th at the international competition.
- FIRST Lego League teams Buildthoven and Chips and Bots qualified for the state competition.
- The Minnetonka High School Math Team earned the state championship title. Three students made it to the Math Bowl finals. Andreas Walexon '28 placed first overall and won the individual Math Bowl title.
- 4 MME students earned 4th place at the Math Counts State Tournament.
- The Minnetonka High School Mock Trial Team qualified for state this year for the first time in school history and won 14th place overall. Two students were recognized with all-state awards.
- Four MHS students on the VANTAGE Water Equity Team earned the Sustainable Minnetonka Award from the City of Minnetonka in the Young Person category.
- The MHS Robotics team, Chicken Bot Pie qualified for the Minnesota state tournament.
- The MHS Science Bowl Team placed fourth in state.
- The MME Science Bowl Team placed first in state, and the MMW Science Bowl Team placed second.
- The Minnetonka High School Quiz Bowl teams earned 4th and 5th place at state in the Challenge Division, 2nd place in the Trophy Division and qualified for Nationals.
- The MHS Science Olympiad team placed sixth in state.
- Chloe Zhao '26 placed third in the discussion category of the state speech tournament.



Heather Totin's third graders were one of four teams (out of 100) to earn "Best in Show" in NASA's "Plant the Moon, Jr." competition.



The Minnetonka High School Mock Trial Team made school history in 2024-25, qualifying for state for the first time.



The Boys Varsity Football Team advanced to the Minnesota State High School League state championship game at U.S. Bank Stadium and finished in second place.

Athletics

- 49 seniors signed Letters of Intent to compete in their sports at the collegiate level. 15 committed to Division I schools. 34 committed to DII or DIII schools.
- The Boys Alpine Skiing Team placed first place at state.
- The Girls Alpine Skiing Team placed second at state.
- The Boys Varsity Baseball Team placed second at state.
- The Adapted Bowling Team placed second at state. Brady Malay '26 finished in fourth place individually at state in the P.I. division.
- The Varsity Cheerleading Team placed third at state. At nationals, the team earned eighth place.
- The Boys Cross Country Team placed third at state. Individually, Sean Fries '26 finished second overall.
- The Girls Cross Country Team placed fifth at state.
- Five competitors from the Minnetonka Fencing Club made the top 10 in their division at state.
- The Boys Varsity Football Team placed second at state.
- The Girls Flag Football Team qualified for state and advanced to the quarter final round.
- The Girls Varsity Golf Team won the state championship for the first time in school history.
- The Boys Varsity Lacrosse Team placed sixth at state.
- The Boys Rugby Team placed first at state.
- The Girls Varsity Nordic Skiing Team placed second at state.
- The Boys Varsity Nordic Skiing Team had two individuals qualify for state.
- The Boys Varsity Soccer Team made it to the quarterfinals at state.
- The Minnetonka Skipperettes earned third place in the competitive dance jazz category at state.
- The Boys Swimming & Diving Team placed second at state overall and first in the 200-yard and 400-yard freestyle relays. Individually, Evan Witte '25 earned first place in the 50-yard freestyle and 100-yard freestyle.
- The Girls Swimming & Diving Team placed first at state and is the True Team state champion. Individually, Lydia Cameron '26 won the 200-yard freestyle and was second in the 500-yard freestyle. Annabelle Wentzel '25 was second in the 100-yard butterfly. The team earned two relay state titles for the 200-yard medley relay and 200-yard freestyle relay.
- The Boys Varsity Tennis Team had four individuals qualify for state, two in the singles division and a team in the doubles division.
- The Girls Varsity Tennis Team had two individuals qualify for state as a team in the doubles division.
- The Boys Track & Field Team placed fifth at state and placed seventh at the True Team state tournament. Individually, Sean Fries '26 earned the 3200-meter state title and was runner-up in the 1600-meter run, and Parker Christensen '25 was runner-up in the long jump.
- The Girls Track & Field Team placed third at state and second at True Team state. Evelyn Malec '27 placed second in the 800-meter run and third in the 1600-meter run. The 4x100-meter relay team placed second overall and the 4x200-meter relay team was third. Zeal Kuku '25 placed third in the 400-meter dash and was the recipient of the 2025 Athena Award.
- The Girls Volleyball Team qualified for state and won the consolation bracket of the championship.
- The Boys Varsity Wrestling Team had one individual state qualifier, Dylan Romero '25.

Photo courtesy of Dan Norman Photography



Minnetonka Theatre's spring production of the musical *Anything Goes* earned numerous state Spotlight Awards from Hennepin Arts, including Achievement in Musical Theatre, Overall Performance and Overall Technical Production.



At the 2024 Celebration of Service, ICA Food Shelf Executive Director Dan Narr presented with Interact Club student leaders Meredith Kusilek '25 and Regan Donnelly '25. In partnership with ICA, the Interact Club started a food shelf at Minnetonka High School to support students and families experiencing food insecurity.



School Resource Officer Detective Armando Sanchez was recognized as Skipper of the Year at Minnetonka High School.

2024-25 District Points of Pride

Arts

- 28 elementary and middle school students were selected for the 2024-25 American Choral Directors Association Honor Choir.
- The Tonka District Select Choir performed at the American Choral Directors Association state conference.
- 6 students were selected for the 2024-25 Minnesota Music Educators Association All-State Choir, 4 were selected for the All-State Band, 1 was selected for All-State Jazz Band, and 6 were selected for the All-State Orchestra.
- 3 students were selected for the Minnesota Band Directors Association Middle School Honors Band.
- Scholastic Art Award students earned 24 top honors for art including 21 honorable mention awards, 9 silver keys, and 7 gold keys.
- Scholastic Writing Award students earned 12 awards for writing, including 8 honorable mention awards, 6 silver keys and 5 gold keys.
- The cast and crew of Minnetonka Theatre earned several state Spotlight Awards from Hennepin Arts for the spring musical *Anything Goes*, including Achievement in Musical Theatre, Overall Performance, Overall Technical Production, Ensemble Performance, Ensemble Vocal Performance and Ensemble Dance Performance. The production earned several technical achievement awards, and several students earned individual honors for their performances in leading and supporting roles.
- The Hennepin Arts Spotlight Showcase program honored Sam Rosewarne '25 and Charlie Welch '25 with nominations as Triple Threat Honorees for acting, music and dance. Rosewarne won at the state level.

Service

- During Heart Week, MHS students raised \$53,000 for Minnetonka Family Friends, a local nonprofit that provides support and encouragement to youth and families in need.
- Minnetonka Football and Minnetonka High School Student Government raised more than \$39,000 in the fall of 2024 for the Randy Shaver Cancer Research & Community Fund through the Tackle Cancer initiative.
- Minnetonka staff raised \$71,000 during the annual Employee Charitable Giving Campaign. Staff have raised more than \$1.2M to support organizations serving those in need since the program's inception.
- 298 students and adults were recognized through the President's Volunteer Service Award program at the 2024 Celebration of Service. Together, the honorees

reported 42,032 hours of service to local and global communities. 124 Bronze, 50 Silver, and 124 Gold Awards were recognized.

- 49 MHS students earned varsity letters in Community Service.

District And Staff

- The District was recognized for the 12th consecutive year as one of the best communities in the nation for music education by the NAMM Foundation.
- Minnetonka Community Education was named as a Top-10 Community Education Program in North America by the Learning Resources Network (LERN) for the third consecutive year.
- Niche.com ranked Minnetonka Public Schools #2 in Best School District, #2 in Best Teachers, #3 in Best High School and #5 in Best Places to Teach among public schools in Minnesota for 2025.
- Minnetonka High School was ranked as the fourth best high school in the state—the second non-charter school on the list—by *U.S. News & World Report*.
- Superintendent David Law was sworn in as the 2025-26 President of AASA, The School Superintendents Association, the nation's premier organization representing more than 13,000 school system leaders nationwide. This is a volunteer leadership role he holds in addition to his role as Superintendent for Minnetonka Public Schools.
- The Minnetonka Schools Communications Team earned 13 national awards recognizing outstanding work in communication from the National School Public Relations Association.
- Michelle Brunik (MME), Sean Kern (MHS) and Morgan Cronin (MMW) earned the National Board Certified Teacher distinction in 2025.
- Diane Severin (Minnewashta) earned the National Board Certification for School Nurses.
- Megan Hill, a fourth grade teacher at Groveland Elementary, was one of 31 semifinalists for Minnesota Teacher of the Year.
- 11 teachers served as State Honor Choir Directors for the 2024-25 American Choral Directors Association Honor Choir.
- Girls Varsity Hockey Coach Tracy Cassano reached her 500th career game during the 2025 hockey season.
- Boys Varsity Baseball Coach Paul Twenge recorded his 1,000th career victory.
- Minnetonka Police Detective Armando Sanchez, one of the School Resource Officers, was named the MHS Skipper of the Year in recognition of his leadership and outstanding engagement with students and staff.

Minnetonka Community Education

Minnetonka Community Education (MCE) offers programs that bring people of all ages together to learn, grow and explore new interests. Last year, thousands of participants engaged in educational, social and recreational experiences through MCE.

In 2024-25, MCE was named a LERN Top 10 Community Education Program for the third year in a row, with registrations reaching more than 36,500 across classes, events and programs.

MCE also partnered with Minnetonka High School's VANTAGE program on a redesign of the Community Education catalog. Through this partnership, Anusha Sadhale '26 worked alongside MCE staff to reimagine the look of the catalog, creating a design that focused on storytelling and experiences.

Minnetonka Preschool and ECFE

Early Childhood Family Education (ECFE) and Minnetonka Preschool provide families with high-quality learning experiences during the most important developmental years. These programs not only prepare children for Kindergarten, they also create a network of support for families.

ECFE expanded its offerings with new literacy initiatives and engaging family education speakers. For the 2025-26 school year, Preschool launched Full STEAM Ahead, a class for four-year-olds that blends science, technology, engineering, arts and mathematics.

Explorers

Explorers childcare offers a safe and welcoming environment before and after school. In 2024-25, Explorers supported 169 preschoolers, 1,275 elementary students, and nearly 1,000 students in summer care. Learn more about current Explorers staff position openings at tinyurl.com/TonkaHiring

Youth & Adult Programs

From preschoolers to adults, MCE programs offer a wide range of opportunities for skills-building and exploration. Adult participation in MCE classes and programs grew to 3,049 learners last year, a 7% increase.

Project SOAR continues to provide enriching experiences for adults with disabilities. In 2024, MCE launched Project FriendSHIP, a program for youth with special needs that includes events such as Adapted Family Night, Create and Connect and Family Game Night.

MCE celebrates the successes of students in youth programs:

- Minnetonka Girls Flag Football, in partnership with the



The Project SOAR Songbirds choir sang the National Anthem at the St. Paul Saints game in August. With joy and passion for music, participants shone brightly—showing the true power of community inclusion.

Minnesota Vikings, completed an undefeated season and a run at the state tournament.

- The MMW Spectacular Circus Destination Imagination team advanced to Global Finals, competing with thousands of students worldwide.
- The FIRST LEGO League Chip & Bots team, made up of students from four schools, represented Minnetonka at the Florida Sunshine Invitational.

Events

Minnetonka Community Education continues to offer a wide variety of recreational, enrichment and family events for the community. The 2025 Tour de Tonka community bike ride welcomed more than 2,300 riders and honored 20 years of the event with a gathering of its legacy riders (who have ridden in the event every year), a display of memorabilia and a special 20th anniversary online store. Tour de Tonka is proud to partner with the ICA Food Shelf, with a portion of every rider's registration fee donated to support ICA's important work in the community.

MCE is grateful to the volunteers and community partners whose support makes these events possible.

Minnetonka Community Education remains committed to fostering belonging across all ages and stages of life. To explore opportunities to connect, learn and grow, visit minnetonkacommunityed.org.

Enhanced Literacy Materials for K-2 Classrooms

Minnetonka Foundation Gives \$100,000 for 35,000+ “Decodable” Books

In 2024, the Minnetonka Public Schools Foundation gave a \$100,000 grant to Minnetonka Public Schools to purchase decodable readers, a resource to support literacy instruction for young learners.

Used in Kindergarten through second grade English and Spanish Immersion classrooms, decodable readers are books designed for students to apply their phonics learning to real reading. The 35,292 books received through this grant will impact countless students across all elementary schools for years to come.

“Decodable readers align with the professional learning our teachers have been deeply engaged with over the last two years. This is all in support of our efforts to ensure each student is reading at and above grade level as soon as possible,” said Associate Superintendent, Dr. Amy LaDue.

The wide-reaching nature of the resource made the gift a strong fit for the Minnetonka Public Schools Foundation to support. “The Foundation’s Endowment Committee works closely with the District to source longer-term innovative projects that meet the criteria of the Foundation’s

Endowment Project Fund,” said Jill Howe, former Executive Director for the Minnetonka Public Schools Foundation. “Our Board of Trustees evaluates, discusses and decides which projects are the best fit and that accomplish the mission and vision of the Foundation.”

The Foundation had received consistent requests for decodable readers through its Teacher Grant Program for several years, highlighting the opportunity to strategically provide these resources Districtwide.

“We thought this might be something we could give to the entire District,” said Troon Dowds, 2024-25 Board of Trustees Chair for the Minnetonka Public Schools Foundation. “By giving a \$100,000 grant to this program, we are able to impact almost every student’s learning, going forward.”

Once funded, the decodable readers were intentionally selected to align with the specific phonics skills embedded in Minnetonka Public Schools’ District curriculum. These supplemental reading resources align with the State of Minnesota’s READ Act, adding to and expanding the ways educators are able to connect with students in support of their reading goals.

The readers have already made an impact in classrooms.

“We are encouraged by the feedback we have received from teachers and students and are excited to provide parents in the District with the opportunity to see how impactful these materials are for the current and future Minnetonka students,” said Howe.

To watch a video about the decodable readers and see students’ learning in action, visit minnetonkaschools.org/decodable-readers

“As a District, we are so appreciative of the Foundation’s partnership and support of our efforts,” said Dr. LaDue. “Without this generosity, it would be a longer process to get every teacher the tools to supplement and support each student’s needs. From annual teacher grants that bring innovations to life in the classroom to large endowment gifts, the Foundation elevates our work to provide outstanding and unparalleled learning experiences for students.”

To learn more about Minnetonka Public Schools Foundation’s ongoing support of innovation for



Students in an Excelsior Elementary Kindergarten class work in a small group with their teacher using the Foundation-funded decodable readers.

Comprehensive Achievement & Civic Readiness

2024-25 Summary Report



Under Minnesota Statutes, Section 120B.11, school districts must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating comprehensive achievement and civic readiness. This plan must be shared and adopted at a public school board meeting. During the 2024 legislative session, the Minnesota Legislature renamed this plan. What was previously titled “World’s Best Workforce” is now named Comprehensive Achievement and Civic Readiness (CACR). This new name emphasizes dual roles for the goals set forth in district plans—supporting students with academic achievement within their pre-K through 12 experience, as well as preparing students to be active members of their communities after graduation.

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 racial and economic achievement gaps between students are closed; 3. All students are ready for career and college;

4. All students graduate from high school; and 5. Prepare students to be lifelong learners.

“Prepare students to be lifelong learners” was added to the legislation in 2024 and was new for the 2024-25 school year. In previous iterations of the legislation, districts were required to create goals and plans to ensure that all students were reading at grade level by grade three. Through the READ Act legislation, that goal is now embedded in the District’s literacy plan.

Since the achievement goals were set in the 2013 Minnesota Statutes, Minnetonka Public Schools has made progress toward achieving each one, as measured by national, state and local assessments.

The full Comprehensive Achievement and Civic Readiness report, which includes student achievement goals and the strategies and initiatives that Minnetonka engaged in to meet those goals, will be available after December 15, 2025 on the District website at minnetonkaschools.org/CACR.

CACR Goal: Children Are Ready for School

The District measured this by evaluating the percentage of all incoming Kindergarten students in Minnetonka Public Schools who score at low risk on the Fastbridge Early Reading Screener. In fall 2025, 85.3% of Kindergarten students in Minnetonka Public Schools were at low risk on the Fastbridge Early Reading Screener, compared to 80.5% in fall 2024.

CACR Goal: Closing Achievement Gaps

The District remains committed to its work in closing achievement gaps in reading and math. As measured by the MCA-III* (detailed below), the gap between white and non-white students at Minnetonka is much smaller than the gap reported statewide.

READING

MINNETONKA: In our District, 75.8% of white students and 71.1% of non-white students met or exceeded proficiency on the MCA-III Reading test. The gap is 4.7%.

STATE AVERAGE: Of the state's white students who took the MCA-III in Reading, 58.6% were proficient. Of the state's non-white students, 35.2% were proficient. The gap is 23.4%.

MATH

MINNETONKA: In our District, 75.3% of white students and 73.3% of non-white students met or exceeded proficiency on the MCA-III Math test. The gap is 2.0%.

STATE AVERAGE: Of the state's white students who took the MCA-III in Math, 55.4% were proficient. Of the state's non-white students, 28.9% were proficient. The gap is 26.5%.

CACR Goal: Students are Ready for College and Career

Career and college-readiness is measured in our District by meeting one or more of the three following benchmarks:

- Meeting or exceeding the readiness for college-level coursework in all four areas (English Composition, Algebra, Social Science, Biology) as measured on the ACT;
- Successfully completing one or more AP, IB or Science Research course;
- Demonstrating career readiness by successfully completing one or more course in the District's VANTAGE, MOMENTUM or Science Research programs.

Before graduation, 89.6% of students at Minnetonka High School graduating in June 2025 demonstrated readiness for post-high school studies and careers by meeting at least one of the three benchmarks (0.8% increase from 2024). Of 2025 graduates, 64.4% met at least two of the three benchmarks (0.2% increase from 2024).

CACR Goal: Students Graduate

The four-year graduation rate for Minnetonka High School students, as determined by the Minnesota Department of Education, is 96.5% for the Class of 2024.** Comparably, statewide, 84.2% of students in the Class of 2024 graduated in 2024.**

CACR Goal: Prepare Students to be Lifelong Learners

This goal is measured through the Developmental Relationships survey for students. The percentages of students who reported experiencing moderate or high levels of the following actions in 2024 (Believe in Me, Stretch, Empower, Let Me Lead) improved from 2023 levels.

*While the District is constantly working to improve grade-level proficiency, please note that students may opt out of MCA testing, and when they do, they are counted among the percentage the State of Minnesota considers "Not Proficient" in the results.

**Information reflects the most recent comparable data available.

Teaching & Learning Advisory Committee

2024-25 SCHOOL YEAR

Committee Lead

Dr. Amy LaDue, Associate Superintendent

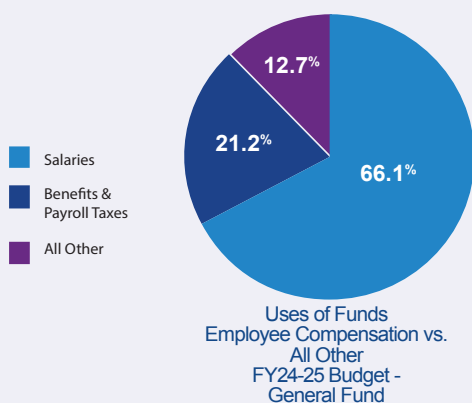
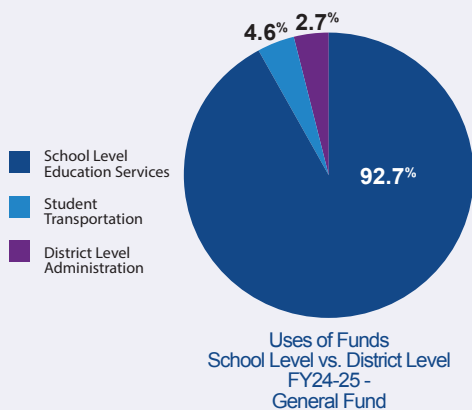
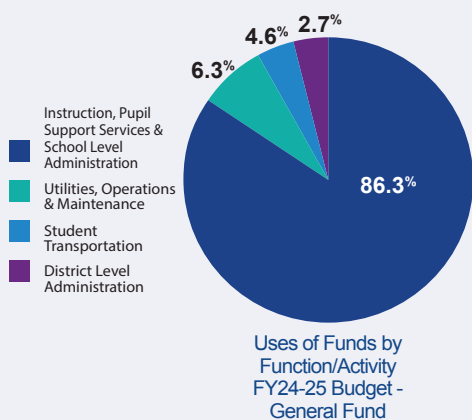
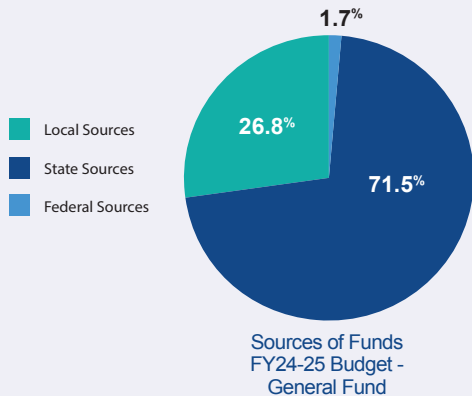
Committee Members

LISTED ALPHABETICALLY BY LAST NAME

Alberta Anderson, Parent
Dr. Christine Breen, Exec. Dir. of Student Support Services
Korey Beyersdorf, Parent
Allison DeGrood, Parent
Amanda Fay, Interim Exec. Dir. of Technology
Chad Herman, Parent
Paule Hocker, Community Member
Andrea Hoffmann, Assistant Principal, MMW
Karen Jordan, Parent
Sarah Klitzke, Assistant Principal, Groveland Elementary
Paige Koehnen, Teacher
Taunya Kolbinger, Parent
Annie Lumbar Bendson, Director of Health Services
Amanda Nagy, Parent
Bhuvana Nandakumar, Teacher
Janna Nobleza, Parent
Jennifer Peters, Parent
Dr. Matt Rega, Director of Assessment
Emily Rosengren, Assistant Principal, MHS
Diane Rundquist, Director of Advanced Learning
Alyssa Rutherford, Literacy Coordinator
Meghan Selinger, Minnetonka School Board Representative
Tara Lee Stone, Parent
Steve Urbanski, Director of Curriculum
Sonia Warmuth, Parent
Sara White, Director of Teacher Development
Reilly Woodruff, Teacher

The District also extends thanks to the members of the Student Teaching & Learning Advisory Committee at MHS.

Prudent Financial Management



Serving as a good steward of taxpayer funds is a key focus area for the School Board. "Ensuring our school district spends money wisely is a critical role the School Board plays in District governance," said School Board Treasurer Dan Olson. "Additionally, the District's Citizen Finance Advisory Committee meets regularly to offer advice, stay on top of District financial decisions and ensure prudent use of taxpayer dollars."

For our school district, state funding makes up 71.5% of the annual operating budget, federal funds account for 1.7%, and 26.8% is local funding. Of that 26.8%, approximately two-thirds of it is voter-approved referendum funding. The other local levies are based on formulas set in statute and approved by the Board.

The Minnetonka School Board works hard to keep property tax levies as low as possible. Under the Board's leadership, the school district has refinanced and restructured capital bonds to lower interest rates and to spread the cost of capital over the life of the assets to the benefit of taxpayers. This has resulted in significantly lower annual bond payments, which, in turn, has translated into lower property tax levies than would have otherwise been possible.

District General Fund	Amended Budget 2024-25	Adopted Budget 2025-26
Beginning Assigned Fund Balance	\$1,920,000	\$1,620,000
Beginning Unassigned Fund Balance	\$19,998,428	\$17,703,239
Revenue	\$168,548,986	\$173,116,521
Expenditures	\$171,054,175	\$172,432,344
Difference	(\$2,595,189)	\$684,177
Transfer to Operating Capital	—	—
Ending Assigned Fund Balance	\$1,920,000	\$1,620,000
Ending Unassigned Fund Balance	\$17,403,238	\$18,387,416
Unassigned Fund Balance %	10.2%	10.7%
Student Enrollment	11,229	11,310

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.

Minnetonka Schools received \$232 less per pupil than the state average in 2023-24* and \$1,740 below the cumulative average of its neighboring districts.

*MDE Profiles. Information reflects the most recent comparable data available (General Fund Operating Expenditures).

2023-2024*	Cost Per Pupil
Minneapolis	\$22,339
St. Paul	\$21,614
Hopkins	\$17,929
St. Louis Park	\$17,601
Osseo	\$16,560
Eden Prairie	\$16,188
Edina	\$15,886
Wayzata	\$14,426
State Average	\$15,560
Minnetonka	\$15,328

Consolidated Financial Statement

For the past 30 consecutive years, Minnetonka Public Schools has received the Excellence in Financial Reporting Award. It is also one of just a few Minnesota districts with an Aaa bond rating from Moody's. The District's financial team includes a Certified Public Accountant, and District financials are audited annually by the firm of CliftonLarsonAllen.

District General Fund	2024-25 Amended Budget	2025-26 Budget Amounts	2025-26 % of Total
REVENUES			
Property Taxes	\$40,913,728	\$40,720,203	23.5%
Earnings on Investments	\$2,000,000	\$1,750,000	1.0%
Other	\$3,569,901	\$3,871,974	2.2%
Local Sources	\$46,483,629	\$46,342,177	26.8%
State Sources	\$118,997,272	\$123,765,545	71.5%
Federal Sources	\$2,978,085	\$3,008,798	1.7%
Total Revenue	\$168,458,986	\$173,116,521	100.0%
EXPENDITURES			
School Level Administration	\$5,175,154	5,288,138	3.1%
Elementary & Secondary Regular Instruction	\$96,553,480	96,056,121	55.7%
Vocational Education Instruction	\$1,760,084	\$1,966,603	1.1%
Special Education Instruction	\$28,963,842	\$29,909,702	17.3%
Instructional Support Services	\$9,473,873	\$8,939,883	5.2%
Pupil Support Services	\$6,446,761	\$6,716,821	3.9%
Sites & Buildings	\$8,763,235	\$9,020,632	5.2%
Fiscal & Other Fixed Cost Programs	\$1,708,886	\$1,894,304	1.1%
District Level Administration	\$866,846	\$888,772	0.5%
District Support Services	\$3,723,565	\$3,789,947	2.2%
Transportation	\$7,618,449	\$7,961,421	4.6%
Total Expenditures	\$171,054,175	\$172,432,344	100.0%
Net Change in Fund Balance	(\$2,595,189)	\$684,117	
FUND BALANCE			
Beginning of Year	\$21,918,428	\$19,323,239	
Transfer to Operating Capital	—	—	
End of Year	\$19,323,239	\$20,007,416 *	

*FY26 adopted budget estimate.

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: minnetonkaschools.org/finances.



Moody's Aaa Rated

Moody's reaffirmed
Minnetonka's Aaa Bond Rating,
the highest rating possible.

Finance Advisory Committee

2024-25 SCHOOL YEAR

Community Members

Matt Chapman
Jon Fahning
John Groton
Dave Hemink
Jill Howe
Deirdre Keller
Ann Senn
Charlie Steingas
Cortney Swensen

School Board Representative

Dan Olson

District Administration

Paul Bourgeois, CPA
Jess Hulitt
David Law, JD
Ashwin Muni
Shannon Waggoner



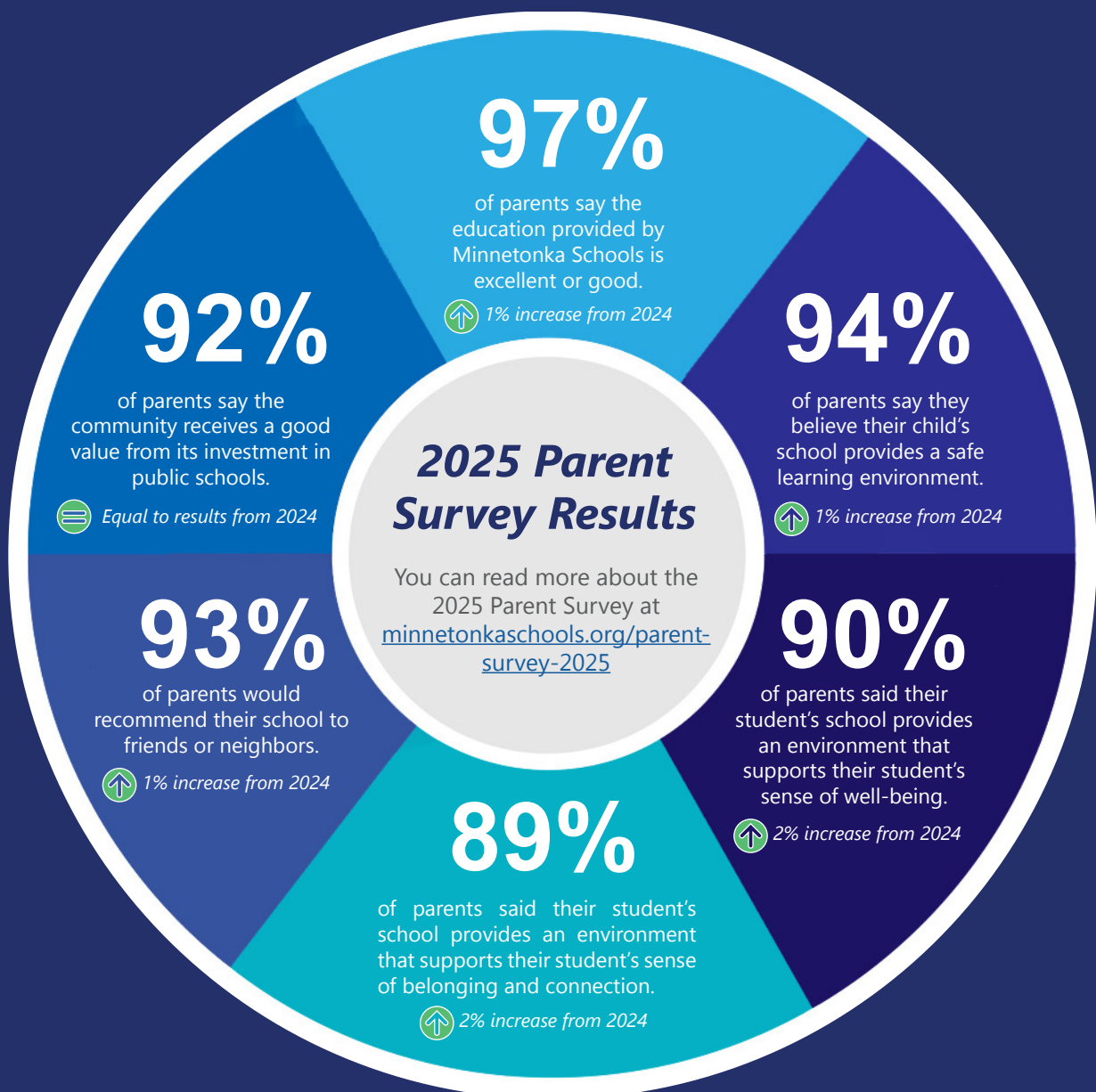
★ Minnetonka Public Schools
David Law, JD, Superintendent
5621 County Road 101
Minnetonka, MN 55345
minnetonkaschools.org
952-401-5000

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The District's Annual Report and the Comprehensive Achievement and Civic Readiness Annual Report are required by statute and prepared and paid for by Minnetonka Public Schools, ISD #276.

Parent Survey Shows Deep Support for Minnetonka Public Schools

Each year, Minnetonka Public Schools surveys current parents about their family's educational experience in our schools. The 2025 Parent Survey was administered from late May to early June of 2025 and captured 1,684 completed responses. All parents were invited to participate in the online survey, and multiple reminders were sent to increase participation. **Results of this year's survey revealed parents have high confidence in our programs, schools, teachers and leadership.**



WEBSITE
MinnetonkaSchools.org



FACEBOOK
/MinnetonkaSchools



INSTAGRAM
@MntkaSchools
and @TonkaSup



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