Student-Centered Excellence

Connected. Empowered. Inspired.



2025-2026

annual report

MINNETONKA
PUBLIC SCHOOLS

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*Some AI assistance was used for data analysis and content editing in this publication.



Minnetonka Schools celebrated its newest graduates, the Class of 2026. Read more on **pages 8-9.**



Student representatives attend each School Board meeting, ensuring that their perspectives shape the District's future. Read more on pages 10-11.



Paul Bourgeois, Executive Director of Finance & Operations, shares plans for the future of MMW. Read more about our new construction on page 19.

Superintendent's Message



For Minnetonka Public Schools, the past year has been one of meaningful progress, thoughtful investment and continued partnership with our community. I am especially grateful for the many ways our students, staff, families, School Board and community have come together around our shared commitment to providing an exceptional educational experience for every student.

A significant milestone was our community's decision to invest $85 million in the future of our schools through a facilities bond. This investment represents much more than bricks and mortar. It reflects a shared belief in our students and a commitment to providing learning environments that support excellence for generations to come. The work ahead will touch every school in our District, with improvements focused on safety, learning spaces, student support and the evolving needs of our community.

Our focus on excellence and innovation in our academic work continues to progress. The School Board identified literacy as an important area of focus, and we introduced new literacy materials aligned with Minnesota's updated standards. At the middle school level, we implemented a new educational model to provide students with greater opportunities for intervention and extension, while also emphasizing executive functioning skills, student connection and exploration through electives. These changes are designed to recognize that middle school students are developing at different rates and need both challenge and support as they prepare for high school.

At the High School, we expanded experiential learning opportunities that allow students to connect classroom learning with real-world experiences, career exploration and authentic problem-solving. We believe these opportunities are an important part of preparing students not simply for graduation, but for the world beyond high school.

Student safety and wellness remained central priorities throughout the year. We strengthened safety practices and protocols while also recognizing that students learn best when they feel safe, connected, supported and known. Our work in student wellness, belonging, social-emotional learning and mental health reflects our commitment to supporting the whole child.

Perhaps most importantly, our School Board and District leadership continue to look for meaningful ways to engage with our community. We value the perspectives of parents, students, staff and community members—not simply because community engagement is important, but because listening makes our schools better. Whether through formal advisory groups, student voice initiatives, community conversations or everyday interactions with families, we want to understand what our community values and ensure our decisions reflect the expectations and aspirations of those we serve.

The year ahead will bring new opportunities and challenges. What will remain constant is our commitment to student-centered excellence and to the belief that our greatest work is done together. Thank you to our students for inspiring us, to our staff for their dedication, to our families for their partnership and to our community for continuing to invest in Minnetonka Public Schools. It is a privilege to serve this community, and I look forward to all that we will accomplish together.

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 2026 Minnetonka School Board. Front row: Kemerie Foss (chair), Meghan Selinger (director), Sally Browne (treasurer). Back row: Karen Jordan (director), Dr. Mike Remucal (clerk), Dan Olson (vice-chair), Taunya Kolbinger (director).

2025-26 School Board Goals

Each year, the Minnetonka School Board sets goals for the school district. In the 2025-2026 school year, Minnetonka Public Schools focused on three goals aimed at continuing the District's emphasis on student-centered excellence.

GOAL: EXCELLENCE IN WELL-BEING, CONNECTION AND BELONGING

The District will continue to foster positive student well-being, connection and belonging efforts 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 and advancement of all students to pursue their highest levels of achievement. Action steps related to this goal include maintaining a welcoming, inclusive and safe environment for students and employees, cultivating social and emotional well-being, implementing best practices in school-based mental health support and continuing bullying prevention efforts.

GOAL: EXCELLENCE AND INNOVATION 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. District leaders believe that each student is capable of achieving their highest potential and are committed to working collaboratively with families to support students' learning. Excellence in teaching and learning will be driven through deep implementation of educational frameworks and strategic programs to support student learning. This focus also includes identifying and addressing any gaps in achievement that exist between measured student groups, with attention to predictable outcomes. Action steps related to this goal include ensuring all students receive outstanding instruction, prioritizing student literacy improvement efforts and implementing new 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, ensuring facilities meet the current and future needs of students, recruiting and retaining the highest quality staff, providing the highest quality meals possible, and building strong relationships with stakeholders.

You can read the School Board's 2026-27 Goals for the District at minnetonkaschools.org/goals.

Q&A with School Board Chair Kemerie Foss

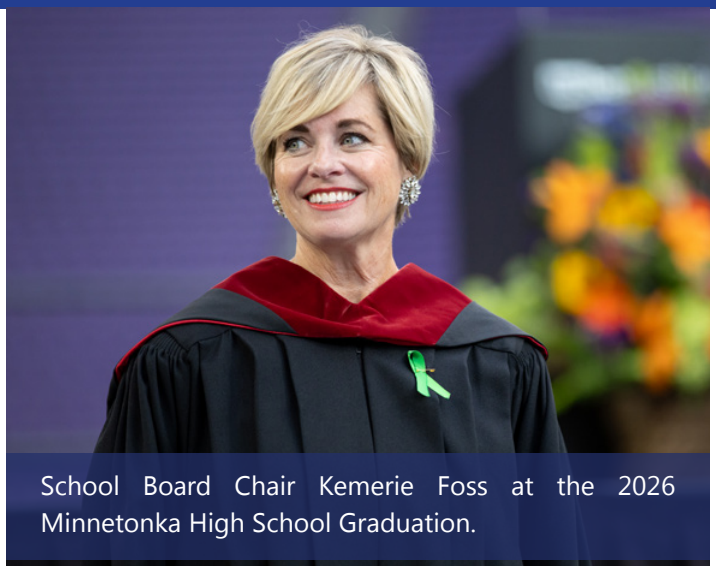
School Board Chair Kemerie Foss reflected on the 2025-26 Board Goals and the future of the District.

You've served as vice-chair and now chair in your past three years on the School Board. What have you learned?
CHAIR FOSS: I've learned that board service is both a privilege and a responsibility. The decisions we make have a real impact on students, staff, families and the entire community, and I don't take that responsibility lightly. As vice-chair, I learned a lot of it is listening, asking questions and making sure we understand different perspectives before making decisions. As chair, I've learned about the importance of bringing people together. Board members aren't always going to agree, and that's okay. What's important is having those difficult conversations respectfully, keeping students at the center of the discussion and finding a way to move forward together.

We have an active, involved School Board. What are the ways that Board members engage with the District?
CHAIR FOSS: Our main engagement is that we manage the Superintendent, our one employee. Additionally, we set the District's vision, goals and strategic initiatives. This includes policy and budget approvals, as well as curriculum approvals. Also important is connecting with families and engaging with the community. The value of this involvement is ultimately better governance and stronger connections between the District and the community we serve.

In your mind, what makes a school board effective and efficient?
CHAIR FOSS: An effective and efficient school board is one that has a clear focus, works well together and always keeps students at the center of what we do. It is imperative to stay focused on governance and not get pulled into the day-to-day operations. We do our job well when our conversations and decisions lead to better opportunities and outcomes for students. If we keep our focus there and maintain trust with our superintendent, staff, families and community, I think we have a very effective board.

Each year, the Board sets goals for the school district. How does the Board determine those priority areas?
CHAIR FOSS: We look at what our students and schools need most and where we can make the biggest difference. We consider student achievement data, feedback from staff and families, community input, and the needs we're hearing from our schools. We also look at the District's bigger-picture goals and make sure the priorities we set are helping move us in the right direction. From there, the Board works with the Superintendent to set clear goals that we stay focused on throughout the year.



School Board Chair Kemerie Foss at the 2026 Minnetonka High School Graduation.

What progress did Minnetonka Schools make in the goals set for 2025-26?
CHAIR FOSS: Minnetonka made substantial progress. Student school board representatives were added, which has been valuable for the School Board to hear student perspectives. The District implemented new middle school programming, which was a huge undertaking. There was considerable work done to prepare and provide information on the 2025 Building Bond Referendum, which ultimately passed with nearly 69% support from our local voters and is now funding projects that address current and future facility needs across the District.

What do you see as opportunities and challenges going forward for the District?
CHAIR FOSS: Minnetonka has talented educators and staff, engaged families, supportive communities and a long-standing commitment to excellence. We can continue to look for ways to ensure every student is well prepared for life beyond graduation—whether that means college, career, technical education or other pathways. At the same time, we face challenges many school districts are experiencing, such as financial pressures, changing student needs, staffing and retention, and balancing technology use. We also need to make sure that academic excellence remains accessible to every student and that our schools continue to be places where students feel a strong sense of belonging.

Anything else you'd like to share?
CHAIR FOSS: My favorite part of being a Board member has been the people. I've enjoyed getting to know our students, staff, families and community members and hearing what matters most to them. I also really value being part of the conversations and decisions that help shape the future of our schools. Minnetonka has made such an impact for our family that I feel the importance of giving back to this District.

Celebrating Academic Excellence

National Merit Semifinalists



Above: Class of 2027 National Merit Semifinalists and Minnetonka High School Principal, Jeff Erickson.

Thirty-two Minnetonka High School seniors have been named 2027 National Merit Semifinalists in the 72nd 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 1.2 million juniors entered the competition for 2026. All semifinalists will have an opportunity to continue the competition for approximately 6,820 National Merit Scholarships that will be awarded next spring.

IB Diploma Graduates



Above: Class of 2026 IB Diploma graduates at their graduation ceremony in June.

Congratulations to the 37 students from the Class of 2026 who earned the International Baccalaureate (IB) Diploma. Of those, seven students earned an IB Bilingual Diploma in Spanish, two in Chinese and one in Danish.

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 last year with their curiosity and passion. Find even more examples of Minnetonka students' academic achievements in the Points of Pride section on page 20.



Above: Minnetonka Schools' student honorees stand together with other winners in the city's Special Recognitions Awards categories. They were recognized at the City of Minnetonka's April 13 City Council meeting.

Six Minnetonka Students Earn Sustainability Recognition

Six Minnetonka students, representing elementary, middle and high school learning levels, were recognized through the City of Minnetonka's annual Sustainable Minnetonka Awards in 2026.

Shu Peng '35 and Winston Haeg '32 earned Youth Awards, and a team of students from the Minnetonka High School VANTAGE Program (Natalie Berg '27, Lydia Cameron '26, Camden Fowler '27 and Stella Westley '27) earned the Young Adult award.

Students were celebrated for using their creativity, perspectives, time and effort to make our community a more sustainable place.

Minnetonka Students Shine in Chinese Bridge Competition

Last spring, Minnetonka Schools hosted the Midwest Chinese Bridge Competition for elementary students, marking a milestone for our thriving Chinese Immersion program. Thirty Minnetonka students advanced from school-level competitions to compete, with eight of them reaching the regional finals. Soliana Emmanuel '33 delivered a standout performance, placing in the top three.

"The competition offers students a platform to showcase their Chinese language proficiency, build confidence in public speaking and engage in cross-cultural learning with peers," said Lilian Dang, Chinese Immersion Teacher and Director of the Minnetonka Chinese Immersion Center.

Minnetonka High School Chinese Immersion students traveled to Chicago to compete in the Midwest Secondary School Speech Contest, considered one of the world's most prestigious Chinese language events. Demonstrating exceptional language fluency and cultural knowledge, seven Minnetonka students earned honors, including two bronze medals, two silver medals and three gold medals. Capping off the District's success, Willa Brubaker '28 was selected to represent the Midwestern United States at the World Chinese Bridge Contest in China this fall.



Above: Excelsior Elementary hosted the elementary-level midwest regional Chinese Bridge Competition in early May. Here, first-prize winners pose together for a photo during the event's awards ceremony.

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 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 math, reading and science. On the spring 2026 MCA III and IV assessments, Minnetonka students ranked second in science, third in math and reading among comparative schools in the Twin Cities metro area.

While the District is continuously 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 2026 MCA III & IV COMPARISONS: PERCENT OF STUDENTS ACHIEVING PROFICIENCY*

District	Math	Reading	Science
Minnetonka	**73.2%**	**72.9%**	**46.7%**
Wayzata	72.7%	71.5%	44.1%
Edina	72.5%	75.4%	55.2%
Westonka	75.7%	79.0%	42.3%
Orono	73.6%	69.8%	37.5%
Waconia	62.9%	59.8%	39.5%
Eastern Carver County	62.7%	62.5%	29.5%
Eden Prairie	56.4%	63.1%	39.2%
Hopkins	35.3%	45.8%	23.9%
State of Minnesota	**44.7%**	**48.2%**	**23.9%**

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



NWEA Test Performance Compared to National Grade-level Criteria

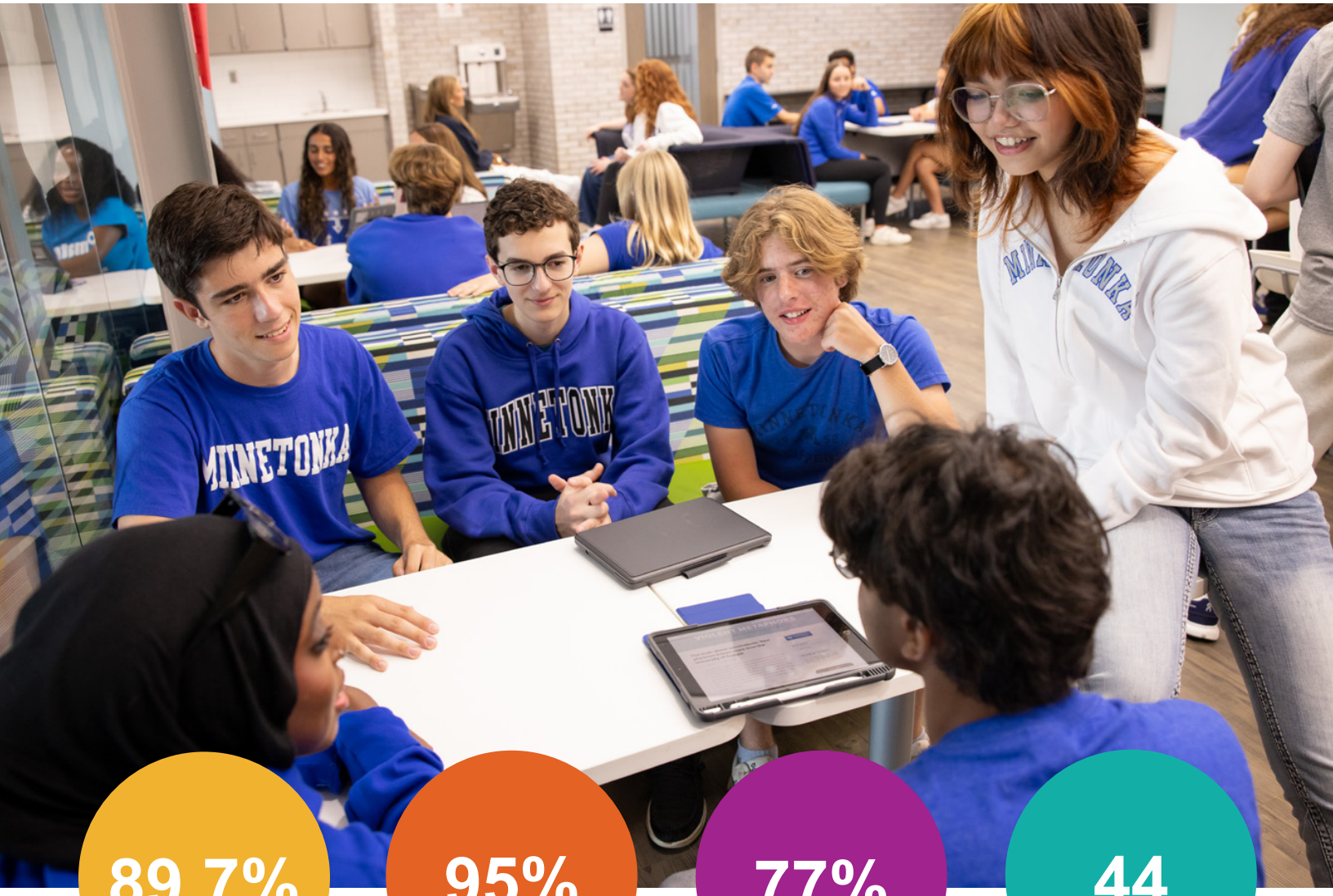
By the spring of their first year with Minnetonka Schools, Kindergarten students already begin to perform academically ahead of their peers. Near the end of elementary school, the average fourth grader is performing at an early seventh grade level in reading and an early eighth grade level in math. By fifth grade, students are performing beyond twelfth grade in both subjects.

SPRING 2026 RESULTS: NWEA MEASURES OF ACADEMIC PROGRESS

Minnetonka	Reading level:	Math level:
Kindergarten	Early 1st Grade	Mid 1st Grade
Grade 1	Mid 2nd Grade	Early 3rd Grade
Grade 2	End 3rd Grade	Mid 4th Grade
Grade 3	Early 5th Grade	End 5th Grade
Grade 4	Early 7th Grade	Mid 8th Grade
Grade 5	Beyond 12th Grade	Beyond 12th Grade
Grade 6	Beyond 12th Grade	Beyond 12th Grade
Grade 7	Beyond 12th Grade	Beyond 12th 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 2025-26 school year alone, 4,142 AP exams were taken by Minnetonka High School students.



89.7%

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

95%

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

77%

of the Class of 2026 took at least one AP exam during their high school career

44

unique AP courses were offered at MHS

Congratulations to the 1,145 students who have achieved an AP Scholar Award in 2026. To view a complete list of AP Scholars, visit minnetonkaschools.org/APscholars26

Best Wishes to the Class of 2026

On June 4, 2026, the 73rd graduating class of Minnetonka High School celebrated commencement at U.S. Bank Stadium. The 865 graduates and their families joined the District in recognizing the culmination of their K-12 school journey.

Graduates from this class have enrolled in 200 colleges and universities in 42 different states and the District of Columbia, and three international schools.

The top five colleges and universities that graduates are attending include: The University of Minnesota, Twin Cities (99), the University of Wisconsin, Madison (38), Normandale Community College (31), Iowa State University (26) and the University of Iowa (24). Five graduates have entered military service.

"Minnetonka Schools' vision is to produce outstanding graduates who are ready to contribute and thrive in a wide range of future pursuits and engage in lifelong learning," said Minnetonka High School Principal Jeff Erickson in his commencement address. "Seniors, you are those people, and I cannot wait to see what you do next. Congratulations!"











99%
of seniors graduated

85%
are college-bound

76%
are attending 4-year colleges and universities

9%
are attending 2-year colleges

39%
are attending Minnesota colleges and universities

5
graduates have entered military service

5%
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.*

Empowered to Share Their Voices

Students and School Board Members Connect Through Pilot Student Advisory Program



Above: Minnetonka School Board Vice-Chair Dan Olson, Board Chair Kemerie Foss and Superintendent of Schools David Law gather with Minnetonka High School student school board representatives who helped bring student perspectives directly into Board meetings throughout the 2025-26 school year.

During the 2025-26 school year, the Minnetonka School Board launched a pilot program to include Minnetonka High School student representatives in its meetings. The student school board representative initiative grew from an intentional strategy to evaluate national models of student inclusion in board governance and implement a program that would center student voice in a meaningful way.

In 2024, VANTAGE Public Policy students took up the challenge as their fall research project, reviewing best practices, interviewing District administrators and School Board members, and crafting formal proposals. The winning model established a structure in which student candidates, nominated by their teachers, were then selected by their peers to serve as non-voting representatives to the School Board.

Minnetonka's student School Board advisory group included students from grades 9-12, and it was demographically balanced.

"The students are the reason we're all here," said Dan Olson, Minnetonka School Board Vice-Chair. "Elevating student voice has been an important priority for our School Board and District leadership, and by adding student school board representatives to our Board, we have been able to ensure that our actions reflect our values while also gaining valuable community perspective."

Throughout the 2025-26 school year, a cohort of about a dozen students served as student school board representatives. At each School Board meeting and study session, two student representatives sat alongside Board members to ask questions, offer real-time perspectives and discuss complex District topics. Comprehensive training sessions and pre-meetings ensured students arrived prepared, confident and ready to engage.

"At the meetings, it was very interesting to hear the discussions that go on before decisions are made. The School Board became more real to us, and we understood the process behind it," said Aneeqa Sameer '28, a Student School Board Representative, during an April 2026 study session presentation to the School Board about the pilot initiative. "Hearing debriefs of the Board meeting from other students who attended the meeting were very valuable, because we learned about different perspectives that people might have on certain issues that we might not have thought of before."

Beyond providing direct input during meetings, the opportunity deepened overall community connection. Student board representatives shared their insights with peers, families, and community members and felt their perspectives elevated in a meaningful way. Some student ideas to expand the reach of the program include students providing updates from Board meetings to their peers through the High School's morning show or through student-led forums.

"Efforts like this make leadership more accessible," said Minnetonka Public Schools Superintendent David Law. "They strengthen connections between our students and the adults who are working hard to support students' learning and opportunities, so we can ensure students' experiences and insights are able to inform our processes. It's been outstanding to see our students' investment in their own learning and community through this program."

Reflecting on the year, students and Board members also saw the program's progress as a success. "We felt as though our input mattered through this program," Sameer said at the April School Board presentation. "After every single point that was made during a meeting, we were asked if we had any questions or any comments to add, and that made us feel very included and connected to the School Board. It's an opportunity that none of us have had before."

"THE STUDENTS ARE THE REASON WE'RE ALL HERE. ELEVATING STUDENT VOICE HAS BEEN AN IMPORTANT PRIORITY FOR OUR SCHOOL BOARD AND DISTRICT LEADERSHIP, AND BY ADDING STUDENT SCHOOL BOARD REPRESENTATIVES TO OUR BOARD, WE HAVE BEEN ABLE TO ENSURE THAT OUR ACTIONS REFLECT OUR VALUES WHILE ALSO GAINING VALUABLE COMMUNITY PERSPECTIVE."

- Dan Olson
Vice-Chair, Minnetonka School Board

Moving into the 2026-27 school year, the District is building upon the pilot's success by refining ways student board representatives may gather feedback from their peers and continuing to innovate meaningful pathways for student leadership and connection. To ensure both new and experienced voices are included in the second year of the program, there was a process for some student representatives to serve a second term while new student members were also voted in by current students.

For more direct student perspectives from the start of this process, listen to the "Student Voice on the School Board" episode of the Ahoy, Minnetonka! podcast at minnetonkaschools.org/ahoy.

Bringing Curriculum to Life

Q&A with the District's Director of Academic Programs, Elida Kane



From Kindergarten through graduation, academic excellence shapes every Minnetonka student's journey. As Director of K–12 Academic Programming, Elida Kane leads the work behind the District's curriculum, instructional resources and academic programs—partnering with educators to create rigorous, engaging and connected experiences that help students discover their strengths, pursue their interests and imagine what comes next.

Kane started her career as an elementary teacher in the St. Paul and Bloomington school districts, working with students in grades 3–6. Early on, she became involved in teacher leadership at the district level, particularly in professional learning, curriculum development, innovation and educational technology. Eventually, she took a Teacher on Special Assignment position, which led to four years as a curriculum coordinator for Bloomington Public Schools. During that time, Kane completed her master's degree and administrative licensure. She also worked in the Lakeville Area Schools for nine years as Director of Secondary Teaching and Learning for grades 6–12.

What does the work of Teaching & Learning look like day to day, and how does your team support students and educators?

KANE: This is a hard question to answer because the work is so broad, and no two days look quite the same. At its core, the work of Teaching & Learning is about creating the conditions for excellent learning experiences for all students across the District. On any given day, that can take many forms. I may find myself studying new or updated Minnesota academic standards, working with teachers to develop or refine curriculum, reviewing instructional resources, supporting the implementation of a new program, planning professional learning, collaborating with department chairs and instructional leaders or considering how new legislation will affect our schools. My role also requires close attention to what is happening at the state level through the Minnesota Department of Education and then translating those requirements into something that is thoughtful, manageable and meaningful for our teachers and students. At the same time, academic learning is only part of a student's experience. We want students to develop knowledge and skills, and we also want them to discover their interests, recognize their strengths, build confidence and begin to imagine who they might become. Every day, my work touches a different piece of that larger picture.

What might others not realize about how curriculum and academic programs are developed at Minnetonka?

KANE: Curriculum is much more than a textbook or set of materials. Curriculum begins with what we want and are required for students to know, understand and be able to do. Minnesota academic standards provide an important foundation, and from there, a tremendous amount of work goes into determining how those standards come to life for Minnetonka students. That includes the sequence of learning across grade levels, instructional approaches, assessments, texts and resources, opportunities for differentiation, and the connections students make among subjects and across their K–12 experience. It is also an ongoing process rather than something we simply "adopt" and consider finished. Teachers and instructional leaders continually study standards, examine student learning, develop and refine lessons and resources, gather feedback and make adjustments as our students and the world around them change. The standards may be statewide, but the way we design the District curriculum and student learning experiences should reflect the strengths, needs, interests and opportunities we want for our students.

Looking ahead, what opportunities or areas of innovation are you and your team most excited to pursue?

KANE: Looking ahead, I am particularly interested in how we can continue expanding experiential learning across K–12. Programs such as VANTAGE and MOMENTUM give students opportunities to apply academic learning in authentic settings, solve real problems, collaborate with others and begin exploring possible futures. A question I find especially exciting is "How might we create more of those experiences earlier?" I would love to see us continue exploring age-appropriate ways to extend elements of experiential learning into our middle and elementary schools. Innovation does not always mean creating something entirely new. Sometimes it means taking what we already do exceptionally well and asking how to make it stronger, more connected and more accessible to students throughout their Minnetonka experience.

Real World Experiences in the Classroom

Q&A with MHS Assistant Principal of Experiential Learning, Brooke McMaster



Minnetonka High School brings the real world into the classroom through VANTAGE Advanced Professional Studies and MOMENTUM Design and Skilled Trades. These experiential learning programs allow students to explore their interests, collaborate with industry professionals and develop skills for the future. Brooke McMaster became Assistant Principal for Experiential Learning in July 2025, bringing nearly 20 years of experience and a student-first approach to the role.

Before joining Minnetonka, McMaster spent eight years in leadership at Royse City High School in Texas, including four years as campus principal for 2,900 students. She helped develop 26 career and technical education pathways in areas ranging from cybersecurity and robotics to medical fields and fashion design. Her leadership emphasizes strong relationships, collaboration and partnerships that help students discover their passions and envision life beyond graduation.

What does experiential learning look like for students in VANTAGE and MOMENTUM?

MCMASTER: Our teachers strive to expand possibilities for students to connect what they are learning to real-world skills. VANTAGE and MOMENTUM build on strong relationships and engaging instruction by involving external partners and more than 1,300 community volunteer opportunities. In VANTAGE, students receive individualized support from 1:1 professional mentors and work with companies to solve authentic business challenges. Guest instructors connect classroom lessons to current industry practices, while site visits allow students to see those concepts in action. MOMENTUM includes many of those same opportunities, but students also practice their skills throughout the year through hands-on work in construction systems, automotive and aviation. They use the tools, apply the concepts and experience what the work looks like in those fields.

What might others not realize about the opportunities available through these programs?

VANTAGE and MOMENTUM give students a unique opportunity to earn credits toward graduation while exploring their interests during the school day. Our strands use a co-teaching model that integrates multiple courses around a shared area of interest. Most offer advanced coursework—AP, IB or College in the Schools—with the potential to earn college credit, while MOMENTUM prepares students to pursue industry certifications. Across the programs, students develop essential skills, including critical thinking, effective communication, leadership, professionalism, problem-solving and teamwork. They also see how academic subjects connect to real work. A student can learn math or physics alongside construction systems, for example, and see how those subjects are embedded in the field. What truly sets these programs apart is our external partners. They elevate classroom learning by sharing industry expectations and showing students what different careers actually look like. With 12 VANTAGE strands and MOMENTUM pathways in construction systems, automotive and aviation, students can discover a passion, build practical skills and gain a clearer sense of where they may want to go next.

Looking ahead at the next three to five years, what is your vision for the next chapter of VANTAGE and MOMENTUM?

MCMASTER: Experiential learning at Minnetonka High School began with a vision led by teachers who wanted to provide real-world experiences like VANTAGE and MOMENTUM to our students. VANTAGE began with 38 students and one business strand. Today, we have 12 strands and more than 670 students. MOMENTUM has grown around three key areas of study: construction systems, automotive and aviation. Aviation is a great example of how we continue responding to student interests and industry needs. Now in its fourth year, the pathway serves more than 300 students. This school year, we have added Aviation Maintenance, which combines applied math and aircraft mechanics while preparing students to pursue airframe and powerplant certification. The next chapter is about continuing that passion and understanding where the needs are in the industry and where the interests are for our students. We want to keep building stronger connections between courses so students can explore clear pathways. We also want to provide more opportunities in areas such as engineering and culinary arts. Our goal is to stay relevant for students and connect them to their passions before they continue into college, trade school, service or the workforce. More than anything, I want students to be confident in who they are and in the skills they have developed, so they feel prepared to become successful in any area they choose.

Signature Programs Update

Experiential Learning Offers Pathways to Personal Success



Signature programs are one of the many ways the District empowers students to participate in driving their educational journeys. Through tailored support and personalized learning, these programs offer students a chance to discover future ambitions and take steps toward achieving them.

"Each signature program opens inspiring pathways that ignite curiosity, cultivate leadership and equip learners to pursue their passions," said Dr. Amy LaDue, Associate Superintendent for Minnetonka Schools. "These transformative courses enrich our students' academic experiences. Connecting classroom learning directly to real-world opportunities invites students to envision and shape their futures."

Explore how our students excel across these pathways, from hands-on high school courses that spark career ambitions to our comprehensive K-12 Language Immersion program and advanced enrichment opportunities. Beyond the highlights featured here, Minnetonka Schools offers a variety of innovative options designed to foster student leadership and lifelong success:

- Minnetonka Preschool offers outdoor learning, Spanish Immersion and STEAM-focused classes.
- 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 fourth grade.



LANGUAGE IMMERSION

Minnetonka's Chinese and Spanish Language Immersion Program provides premiere learning experiences for students from Kindergarten through their senior year. In the 2025-2026 school year, there were 3,207 students enrolled in the District's Spanish Immersion program, and 1,016 students enrolled in the Chinese Immersion program.

At Minnetonka, cultural experiences compliment our students' classroom learning. Opportunities to apply students' language skills included the Minnetonka Community Resource Night, the West Metro Asian Fair and the Spanish and Chinese Exchange volunteer programs, where high school Immersion students work as volunteers in elementary Immersion classrooms. Chinese Immersion students welcomed the Year of the Horse with a Lunar New Year celebration.

"Offering a complete K–12 path in both Spanish and Mandarin Chinese has made our District a statewide leader in dual-language education," said Meghan Selinger, Minnetonka School Board Director. "By fostering authentic connections, peer mentorship and deep cultural curiosity from Kindergarten through graduation, we are equipping students with the tools and confidence to thrive as global citizens."

Connor Malsam '31, a student in the Chinese Immersion program, is looking forward to applying his language knowledge to everyday life because he sees and hears the Chinese language everywhere. Malsam encouraged students to lean into learning. "Trust the process. The program may feel quite daunting at first, but the teachers really do know what they are doing."

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 OPENS INSPIRING PATHWAYS THAT IGNITE CURIOSITY, CULTIVATE LEADERSHIP AND EQUIP LEARNERS TO PURSUE THEIR PASSIONS."

-Dr. Amy LaDue
Associate Superintendent



"TRUST THE PROCESS. THE PROGRAM MAY FEEL QUITE DAUNTING AT FIRST, BUT THE TEACHERS REALLY DO KNOW WHAT THEY ARE DOING."

-Connor Malsam '31
Chinese Immersion 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 2025-2026, 78 MHS students participated in the program.

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. One student, Milan Darji '26, qualified for the International Science and Engineering Fair, and two students were named alternates. Darji earned one of the top awards in his division at the international level. Students presented their final projects to the community during the annual Minnetonka Research Symposium in May. Each project culminated in professional presentations of student work.

Minnetonka Research continues to grow, allowing students to have more opportunities to participate in authentic scientific research experiences, further developing mentor relationships and interdisciplinary research collaboration.

For Diya Sajlar '28, Minnetonka Research has allowed her to see just how valuable her contributions can be. Her project focused on generating synthetic stroke MRI scans using artificial intelligence. She noted despite obstacles she faced in the process, "the improvement that came from working through these challenges was definitely the most rewarding part of my research experience." Her advice to anyone considering the program is to "Do it! Minnetonka Research lets you follow curiosity and passion wherever it leads."

For 2026-2027, Minnetonka Research welcomed 120 students for another year of discovery.



"THE IMPROVEMENT THAT CAME FROM WORKING THROUGH THESE CHALLENGES WAS DEFINITELY THE MOST REWARDING PART OF MY RESEARCH EXPERIENCE."

-Diya Sajlar '28
Minnetonka Research Student

MOMENTUM

Six years ago, MOMENTUM, Minnetonka High School's program for Design and Skilled Trades, launched with expanded opportunities in technology education. It now serves hundreds of students across various areas of study, with 427 course registrations in 2025-26. MOMENTUM provides students with specialized tracks in automotive, aviation, engineering and construction systems.

Project-based learning with external business partners is a program highlight. In the construction systems strand, 56 students worked to receive S/P2 Safety Certification. Students were also involved in projects with Twin Cities Habitat for Humanity and participated in a simulated bidding challenge with the Minnesota Asphalt and Pavement Association.

Students in the aviation program were successful in flying a replica of the Minnetonka M logo 24 miles above the earth thanks to a weather balloon event at the University of Minnesota in May, marking a fun moment for the program.

In the 2026-27 school year, the program will expand its offerings to provide training in aviation maintenance, a course that features applied math, preparation for airframe and power plant certification, and aerospace curriculum exploration.

Cole Frick '27 found that being part of MOMENTUM gave him an opportunity to explore his passion for aviation in a deeper way as he heard from professionals in the field and flew in the program's flight simulators. Frick said, "I hope to either make a career out of being a pilot or a flight instructor part-time in college. MOMENTUM has made the goals much more achievable." Cole encourages others to try MOMENTUM courses even if they aren't sure if they will pursue a path in skilled trades. He said, "You will either find a new interest that you love, or you'll just have a fun time with great teachers while learning new things hands-on."



I HOPE TO EITHER MAKE A CAREER OUT OF BEING A PILOT OR A FLIGHT INSTRUCTOR PART-TIME IN COLLEGE. MOMENTUM HAS MADE THE GOALS MUCH MORE ACHIEVABLE.

-Cole Frick '27
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 state-of-the-art VANTAGE MOMENTUM Building, located about a mile from the Minnetonka High School main campus. VANTAGE provides hands-on engagement and connection through one-to-one mentorship with local professionals, rigorous coursework and real project work directed by industry leaders. In this past year alone, more than 600 students worked to complete 100+ projects that created a lasting impact on the community.

The new VANTAGE Fashion strand launched in 2025-26, combining fashion design and global economics classes within one course. A highlight from the year was the collaborative fashion show hosted in partnership with MHS Best Buddies, a club that creates opportunities for friendships, employment, leadership and inclusive living for people with intellectual and developmental disabilities.

"Experiential learning remains a key priority for the Board, as we recognize its lasting value in empowering students to test ideas, partner with industry professionals and transform their interests into meaningful purpose," said Dr. Mike Remucal, Minnetonka School Board Clerk. "To see more than 1,300 volunteers, mentors and industry partners rally around our VANTAGE students throughout the school year has been a powerful testament to our community's commitment to experiential learning as well."

Aarav Parmar '27 views VANTAGE as more than a class, seeing his experience as a time to grow into leading teams on real client projects, stepping into leadership and becoming a strong contributor to the community. His advice to those beginning their VANTAGE experience is to "be as involved as you can. You can build great connections and grow as much as you engage."



"BE AS INVOLVED AS YOU CAN. YOU CAN BUILD GREAT CONNECTIONS AND GROW AS MUCH AS YOU ENGAGE."

-Aarav Parmar '27
VANTAGE Program Student

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.

Navigator students are able to explore multiple experiences for advanced learning. This year, students participated in "Feb Term," where each student identified a difficulty in the world around them, conducted research and designed solutions. At Excelsior Elementary, a new Garden Club was established to build social connections between all students. Students visited the garden during recess to plant vegetables and flowers, and watered everything they grew.

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

In middle school, students may participate in Honors and Accelerated classes. In fall 2025, 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.

Clara Feng '35 had the opportunity to build a project during Feb Term and found that "it can be really nerve-racking and challenging, but I learned so much about a topic that interests me." She looks forward to using her language art skills to keep writing about things she is passionate about and continuing to grow in her love for writing. "Navigator is awesome! Just believe in yourself, try your best and have fun," she said.

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.



"IT CAN BE REALLY NERVE-RACKING AND CHALLENGING, BUT I LEARNED SO MUCH ABOUT A TOPIC THAT INTERESTS ME."

-Clara Feng '35
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 with disabilities who are between the ages of 18-22. 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 help them excel in career training, recreation, leisure, community participation, independent living and post-secondary/post-school planning.

Partnerships with local businesses and community organizations offer students ways to learn professional skills and build relationships for their future career opportunities. This year, the program partnered with Meals on Wheels. Students packed meals to practice professional communication and teamwork skills. S.A.I.L.'s job coaches supported the effort. The experience focused on learning how to be good coworkers with each other.

Tylar Swenson '25 loved the ability to meet new people and build a stronger community at S.A.I.L. The support from staff fostered her belief in her skills as she approached new opportunities. She said, "It can be hard to adapt when facing something new or change happens. The S.A.I.L. team helped me walk through this and build my confidence in what I'm doing at my internship."

This year, the program will focus on the growth of the internal S.A.I.L. business, expanding beyond its popular dog treats, and lean into developing marketing strategies.



"IT CAN BE HARD TO ADAPT WHEN FACING SOMETHING NEW OR CHANGE HAPPENS. THE S.A.I.L. TEAM HELPED ME WALK THROUGH THIS AND BUILD MY CONFIDENCE IN WHAT I'M DOING."

-Tylar Swenson, '25
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 2025-26, 261 students enrolled in Tonka Online full-time. High school students in Tonka Online have access to both supplemental courses and core curriculum courses that round out their graduation requirements.

Constantine Greeman '30 found Tonka Online to be a space to grow into a community that made learning fun. "One of the most exciting parts was taking on new challenges, like helping lead our school newspaper. It gave me the chance to collaborate with other students, interview teachers and help create something that connected our school community," said Greeman.

Elementary and middle school Tonka Online courses have been uniquely 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.



"ONE OF THE MOST EXCITING PARTS WAS TAKING ON NEW CHALLENGES, LIKE HELPING LEAD OUR SCHOOL NEWSPAPER. IT GAVE ME THE CHANCE TO COLLABORATE."

-Constantine Greeman '30
Tonka Online Student

Breaking New Ground

Groundbreakings at MME & MMW Launch the First Phase of Districtwide Facility Improvements



Minnetonka School Board members and Superintendent David Law celebrate the start of voter-approved improvements at Minnetonka Middle School East during the August 20 groundbreaking ceremony.

Less than a year after Minnetonka voters approved the District's $85 million Building Bond Referendum, the first major projects are moving forward. Groundbreaking ceremonies at Minnetonka Middle School West on August 6 and Minnetonka Middle School East on August 20 marked an exciting transition from years of study and planning to visible progress across the District.

For School Board Director Karen Jordan, the groundbreaking ceremonies carried special significance. Before joining the Board, Jordan served on the community-led Facilities Study Task Force that investigated the District's facility needs and helped to shape the recommendations that ultimately became the Building Bond Referendum.

"As a member of the Facilities Study Task Force, I saw firsthand how carefully the group listened, studied the needs of each school and considered what would make the greatest difference for students," Jordan said. "It is incredibly meaningful to now see those recommendations becoming reality. This progress belongs to the entire community."

Approved in November 2025 with 68.7% of the vote, the passing of the building bond referendum will fund critical facility improvements while resulting in no net increase to the District's general obligation bond property tax rate. The projects reflect the community's continued investment in safe, modern and adaptable learning environments that will serve students for generations.

Middle School West and Middle School East are receiving the first major investments. Both schools will gain modern science classrooms; flexible gym, stage and performance spaces; and interior renovations. Additional work includes a new running track and synthetic-turf play field at MMW and bus-loop improvements at MME. Parent drop-off and pick-up improvements at both schools are also included in the first phase of work. Construction on the middle school additions will continue through 2027.

"These groundbreakings represent much more than the start of construction," said Minnetonka School Board Chair Kemerie Foss. "They reflect years of thoughtful planning and the trust our community has placed in Minnetonka Schools. We are deeply grateful to our residents for supporting improvements that will strengthen learning opportunities throughout the District."

Additional projects will follow at Minnetonka High School and each of the District's elementary schools. Planned work includes an updated MHS counseling center and expanded kitchen and cafeteria; small-group instructional spaces and restroom improvements at elementary schools; a gymnasium at Deephaven Elementary; a music room addition at Groveland Elementary; and a media center addition at Minnewashta Elementary. Security enhancements will also be made across District schools and buildings.

Minnetonka Public Schools extends its thanks to voters, task force members, staff, families and community partners who helped make this work possible. To follow project milestones and view the timeline, visit the Upcoming Facility Projects webpage at minnetonkaschools.org/upcoming-projects.

2025-26 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 student-centered excellence, the accomplishments achieved in 2025-26 and the exceptional effort put forth every day to earn these awards and honors are celebrated.

Academics

- Minnetonka High School Class of 2026 Highlights:
  - 28 National Merit Semifinalists, 46 Commended Students, placing Minnetonka among the top-performing schools nationally for PSAT/NMSQT results and academic excellence.
  - 6 students received the top score of 36 on the ACT.
  - 37 students earned an IB Diploma, out of which 10 earned a Bilingual IB Diploma: 7 students in Spanish, 2 students in Chinese, and 1 student in Danish.
  - 147 full-program Immersion students continued their coursework through their senior year: 33 students in Chinese, 114 students in Spanish.
  - 60 students earned a Minnesota World Language Proficiency Certificate, 121 earned a Gold Bilingual Seal, 234 earned a Platinum Bilingual Seal and 9 earned Multilingual Seals.
  - 277 students graduated summa cum laude, 58 magna cum laude and 79 cum laude.
- 781 MHS students were honored with academic letters. The Class of 2026 earned 147 letters, the Class of 2027 earned 179 letters, the Class of 2028 earned 200 letters and the Class of 2029 earned 255 letters.
- 251 students were named National Recognition Program Recipients by the College Board.
- Minnetonka's AP exam pass rate (3 or higher) was 89.7%. As of publication, 1,145 students in grades 9-12 had earned one of three AP Scholar designations.
- 788 students took a total of 1,097 IB exams. 87.4% of students scored 4 or higher.
- 37 high school students qualified for the Minnesota State Science and Engineering Fair. Milan Darji '26 qualified for the International Competition.
- 26 MHS students earned high marks in the National French Contest, Le Grand Concours.
- Seven High School students earned high marks on the National German Exam.
- Keona Laurence '26 was selected as Borlaug-Ruan Intern through the World Food Prize Foundation.
- Three students were recognized by the MN Technology Association's Aspirations in Computing Awards.
- The 2024–25 VANTAGE Multimedia Communications class received the Emerging Leader Award from Minnesota's Toward Zero Deaths (TZD) initiative.
- Seven MMW students received honorable mentions in the NPR Student Podcast Challenge.
- Seven middle school students were recognized for their success in The Stock Market Game.

Activities

- Minnetonka students competed at the state-level chess tournament. The MHS team placed seventh, MME placed second and MMW took sixth. The K-5 team from Scenic Heights Elementary placed seventh in its division.
- Four Minnetonka High School Debate students qualified for the state tournament.
- DECA had 212 students qualify for the State Career Development Conference. Seven teams went on to the national competition, where one placed third.
- A team of four Minnetonka High School students qualified for the State Economics Challenge.
- From the First Tech Challenge, team Terminal Velocity qualified for the state competition.
- The High School Math Team won the state championship for the second year in a row.
- The Minnetonka High School Mock Trial Team placed third in state. Two students were recognized with all-state awards.
- Wade Salvey '32 made it all the way to the ninth round of the Scripps National Spelling Bee, tying for tenth place out of 247 students in the national competition.
- The MHS Robotics Team, "Chicken Bot Pie" placed third in state, advanced to the international FIRST World Championships, took home the prestigious Team Sustainability Award and won the Google.org Autonomous Award.
- Minnetonka High School Science Bowl had three teams of students qualify for the state competition this year, where they placed second, fourth and fifth overall.
- The MME Science Bowl Team placed fourth in state.
- The MHS Science Olympiad Team placed 12th at state.
- 15 students placed in the top-three in their events at the Healthcare Students of America State Leadership Conference, qualifying for the International Leadership Conference.
- 38 students qualified for the state archery tournament.
- Four students qualified for the national speech and debate tournament.
- Minnetonka Fencing Club placed five competitors in the top 10 of their respective divisions at the state tournament.
- The High School Mountain Biking Team placed second in the Division I team standings at the Minnesota Cycling Association State Championships.
- The Boys Rugby Team won the state championship for the third consecutive year.



Wade Salvey ‘32 made it all the way to the ninth round of the Scripps National Spelling Bee in May, tying for 10th place out of 247 spellers at the event.



MHS Robotics Team, Chicken Bot Pie, qualified for the MN state tournament and the Worlds competition in Houston, Texas, and won a Sustainability award for the first time in school history.



The Girls Lacrosse Team won its first state title in program history this spring, finishing the season with an exceptional 18–1 record.

Athletics

- Twenty seniors signed Letters of Intent to compete in their sports at the collegiate level, with 14 committed to Division I schools and six committed to Division II schools. An additional 12 seniors will compete at DIII schools.
- The Wayzata/Minnetonka Lakers Adapted Floor Hockey Team celebrated its milestone 25th anniversary season.
- Eleven students qualified for state in Adapted Bowling.
- The Boys Alpine Skiing Team placed second at state. Captain Oscar Anderson ‘26 took home the individual boys’ state title.
- The Girls Alpine Skiing Team took fourth place at state.
- Isabel Chen ‘27 represented the Girls Badminton Team at the state tournament.
- The Competitive Cheerleading Team competed at the National High School Championship and placed ninth and tenth in two categories.
- The Boys Cross Country Team placed seventh at state. Sean Fries ‘26 won the individual championship and broke the course record.
- Individually, Evie Malec ‘27 qualified for the Girls Cross Country state championship and earned All-State honors, her third consecutive All-State cross country accolade.
- The Skipperettes Dance Team placed eighth at state.
- The Girls Flag Football Team tied for fifth place at state.
- The Boys Football Team won the section championship and took second place at the state tournament.
- Tyler Loch ‘26 and Dylan Cannon ‘28 represented the Skippers as individual competitors at the Boys Golf state tournament.
- The Girls Golf Team won the team state championship and set a new state tournament record. Ruby Reding ‘26 won the individual state title and Kieley Hanson ‘27 tied for third.
- The Boys Hockey Team placed second at state.
- The Boys Lacrosse Team qualified for the state tournament.
- The Girls Lacrosse Team claimed its first state championship in program history.
- The Boys Nordic Skiing Team placed 11th at state.
- Evie Malec ‘27 and Caroline Hackney ‘30 competed in the Girls Nordic Skiing state tournament, where Malec finished fifth overall.
- The Boys Swim and Dive Team won the Class AA True Team State Championship title and placed second at the MSHSL State Tournament. The team earned the state title in the 400-yard freestyle relay.
- The Girls Swim and Dive Team were True Team State Champions and MSHSL State Tournament Runner-Up.
- The Minnetonka/Blake Synchronized Swimming Team placed third at state.
- Asher Zipkin ‘26 won the section Boys Tennis singles championship and participated in the state tournament for his second consecutive year.
- Four members of the Girls Tennis Team qualified for state.
- Boys Track and Field placed 12th at state. Sean Fries ‘26 won the state title in the 3200-meter run.
- Girls Track and Field placed fourth at state.
- Evan Breitling ‘29 qualified as an individual for the Boys Wrestling state tournament.

Photo courtesy of Dan Norman Photography

Minnetonka Theatre earned 30 Spotlight awards from Hennepin Arts for its 2026 spring musical production, ***Spamalot!***



In November, students from Minnetonka Middle School West worked together to fill a school bus with donations of food and household essentials. Donations were driven to ICA Food Shelf.



Minnetonka Schools physical therapist Erin Michael won her division of the "Walleye Tank" funding contest with her idea for a mobility device, inspired by her passion to help all students participate during recess.

2025-26 District Points of Pride

Arts

- The MMEA All-State ensembles selected 11 students for All-State Choir, six students for All-State Band & Jazz Band and seven students for All-State Orchestra.
- 25 elementary and middle school students were selected for the 2025-26 American Choral Directors Association Honor Choir.
- Nine students earned 15 Scholastic Art Award honors.
- Five students were recognized through the George Masa Foundation National Photo Contest.
- Two students were recognized through the Hennepin County Art Awards.
- Hennepin Theatre Trust awarded the cast and crew of Minnetonka Theatre with a record-breaking 30 Spotlight Awards for its spring musical, Monty Python's *Spamalot!*, including the Outstanding Overall Production of a Musical award. Other "Outstanding" awards include 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 2026 Hennepin Arts Spotlight Showcase honored Grant Conley '26 (Lighting) and Easton Spehar '26 (Sound) for their accomplishments in technical theatre production.

Service

- During Seniors Serve, Class of 2026 seniors volunteered in nearly 770 different roles at more than 100 sites across the west metro.
- During Heart Week, MHS students raised $58,000 for Minnetonka Family Friends, a local nonprofit that provides support to youth and families in need.
- Minnetonka Football and MHS Student Government partnered with students from MME and MMW to raise more than $36,000 for the Randy Shaver Cancer Research & Community Fund.
- Minnetonka staff raised $72,300 during the annual Employee Charitable Giving Campaign.
- 298 students and adults were recognized at the 2025 Celebration of Service. Together, the honorees reported 39,000 hours of service to local and global communities. 112 Bronze, 50 Silver and 114 Gold Awards were awarded.
- 41 MHS students earned letters in Community Service.
- MMW students, staff and community raised more than $29,000 in support of their school's Best Buddies and Unified programs through the Special Olympics Minnesota "Cool School" Polar Plunge.
- Samhita Krishnamurthy '28 served as one of four appointed representatives from Congressional District 6 on the Minnesota Youth Council.
- The Minnetonka Theatre community raised more than $9,000 during its *Oliver* Giving Thanks partnership with ICA Foodshelf.

District And Staff

- The District was recognized for the 13th consecutive year as one of the best communities in the nation for music education by the NAMM Foundation.
- Jenny Bodurka, Director of Community Education, was named a LERN Top Community Educator for her innovative work in leveraging organizational systems and advancing best practices.
- Niche.com ranked Minnetonka Public Schools #2 in Best School District, #1 in Best Teachers, #3 in Best Places to Teach, and #2 for Best School District for Athletes among public schools in Minnesota for 2026.
- 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 served in a volunteer leadership role 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.
- The Minnetonka Schools Communications Team earned 12 national awards recognizing outstanding work in communication from the National School Public Relations Association.
- Courtney Davis (Clear Springs), Dr. Tracy Ivy (MHS), and Anjanette Johnson (Excelsior) earned the National Board Certified Teacher distinction in 2026.
- Physical therapist Erin Michael won first place in the "Junior Anglers" division of the Walleye Tank funding contest, a Shark Tank-style competition for local innovations in healthcare technology.
- The VANTAGE/MOMENTUM building earned the Outstanding Design distinction by *American School & University Magazine*.
- Maura Devanie (Multilingual Learners Teacher, Deephaven Elementary) and Rebecca Johnson (Math Teacher, Minnetonka High School) were named as the District's Minnesota Teacher of the Year program nominees for 2027.
- Paul Bourgeois was honored with the K-12 Spotlight of Excellence Award from Sourcewell. The award celebrates people who uplift their school communities and help students succeed in ways that don't often make headlines but always make an impact.

Minnetonka Community Education

Minnetonka Community Education (MCE) brings people of all ages together to learn, connect, grow and explore new interests. Through educational, recreational and enrichment opportunities, MCE serves thousands of participants each year and helps strengthen connections across the community.

During the 2025-26 school year, there were more than 38,500 registrations across MCE classes, programs and events. In March 2026, MCE transitioned to a new registration platform, Arux, providing families with improved features and a mobile-friendly experience.

Minnetonka Preschool and ECFE

Minnetonka Preschool and ECFE provide high-quality learning experiences during children's most important developmental years. In 2025-26, ECFE & Preschool expanded offerings with the addition of a Full STEAM Ahead class, continued literacy-focused programming, and a new Early Childhood Story Line (952-401-6899) featuring books read by Minnetonka Schools guest readers. Together, these opportunities foster curiosity, learning and family engagement.

"These programs strengthen our community by preparing young learners to thrive in Kindergarten and beyond while giving families meaningful opportunities to connect, learn and grow together," said Taunya Kolbinger, Minnetonka School Board Director

Explorers Childcare

Explorers childcare provides a safe, welcoming environment for students before and after school and over the summer. During the 2025-26 school year, Explorers served 154 preschool students, 1,294 elementary students and more than 750 children through summer care programs.

To improve the registration experience for families, a Registration Task Force composed of parents, staff and District administrators met throughout the fall of 2025. More information is available at: https://bit.ly/explorers-task-force. Explorers also piloted enhanced after-hours building security procedures at two sites. Following the successful pilot, these protocols will be expanded to all Explorers locations across the District during the 2026-27 school year.

Youth & Adult Programs

MCE programs support lifelong learning by offering a range of academic, enrichment, recreational and music opportunities for learners of all ages, from preschool through adulthood. Adult program participation increased 14% last year, reaching 3,486 learners. Youth programs continued to experience strong enrollment growth in popular offerings such as Quest summer camps for middle school students, Summer Lunch Bunch, Ski & Snowboard Club and a new Flag Football League.



MCE in Bloom was a floral installation created last spring by local artist Sammen Design and the MCE in Bloom adult enrichment class. The display also featured upcycled flowers created by preschool students, Junior Explorers participants and Project SOAR members.

Adult Options remained a valuable resource for community members seeking Adult Basic Education services, including English language learning, GED preparation and academic skill development. Project SOAR continued to provide enriching experiences for adults with disabilities.

The 2025-26 school year marked the first year Minnetonka Aquatics operated as part of Minnetonka Community Education. It also relaunched the Tonka Swim School, which included swim lessons, a rec swim team and a non-competitive swim group. Capping off the year, the Minnetonka Swim Club captured the team title at the 2026 Minnesota LSC Senior State Championship.

Events

Minnetonka Community Education continued to offer a variety of recreational, enrichment and family-focused events throughout the year. The 2026 Tour de Tonka had 2,057 participants and featured four routes ranging from 16 to 58 miles. New event highlights included a finish line Family Zone with inflatables and children's activities, as well as community Cheer Zones along the routes.

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.

Investing Wisely, Advocating Boldly

Minnetonka Schools' Path Forward to Deliver Excellence Amid a Widening Funding Gap

Minnetonka Public Schools has long stood out as one of the nation's premier public school districts. Rigorous academics, forward-thinking programs, modern facilities and a genuine focus on every child's growth have made Minnetonka a destination district, one that families move to and choose to stay in because they want more for their kids.

That reputation doesn't happen by accident, and it doesn't come cheap. As the true cost of delivering an exceptional education continues to climb, state funding has not kept pace, leaving Minnetonka, like districts across Minnesota, to close the gap through careful planning and hard choices.

"What sets Minnetonka apart is the sheer range of programs our students can explore, from the arts, advanced coursework, career pathways, world languages, and so much more," said Superintendent David Law. "Families recognize that value, and it's part of why both resident and non-resident enrollment remain so important to us. Protecting that breadth of opportunity for kids is what drives every financial decision we make."

Not long ago, declining enrollment posed a real threat to the District's stability. Minnetonka responded by leaning into open enrollment as a deliberate, well-managed strategy. The results have been significant. In FY25 (the most recent data available), the District brought in more than $66.4 million through non-resident enrollment, netting more than $13 million after covering the direct cost of educating those students.

That net revenue has become an essential cushion. It has helped the District avoid deeper staffing reductions, sustain innovative programming and keep class sizes near or below the metro average, even as the shortfall between what the state provides and what education costs continues to widen.

"We're thankful families keep choosing Minnetonka, especially as birth rates decline and enrollment flattens across nearly every district in the state," said School Board Chair Kemerie Foss. "But we can't rely on open enrollment growth forever. Per-pupil state funding simply hasn't kept up with inflation, and without new enrollment gains each year, that gap only gets harder to close."

The numbers illustrate just how steep that gap has become. In FY25, Minnetonka received roughly $2,333 fewer dollars per student in state aid than the average Minnesota district, one of the lowest per-pupil funding levels of school districts across the state. At the same time, state law currently caps the District's ability to ask its own community for additional local operating funds.

"WHAT SETS MINNETONKA APART IS THE SHEER RANGE OF PROGRAMS OUR STUDENTS CAN EXPLORE … PROTECTING THAT BREADTH OF OPPORTUNITY FOR KIDS IS WHAT DRIVES EVERY FINANCIAL DECISION WE MAKE."

David Law
Superintendent, Minnetonka Public Schools

Together, these constraints have forced more than $8.1 million in budget reductions over the past two years alone. There are no cuts planned for the current school year, which is a testament to careful, forward-looking financial management. However, without meaningful changes to how public education is funded, the District projects it will need to identify millions more in reductions in the years ahead simply to preserve the programming families count on.

That's why Minnetonka isn't waiting on the sidelines. Parents, students, School Board members and District leaders have spent the past several years at the State Capitol, advocating directly for funding formulas that reflect the real cost of education. With an election year ahead, the District is encouraging every community member to get informed, engage with candidates and ask a simple question: "How will you support Minnesota's public schools?"

Individuals who are interested in joining these advocacy efforts can learn more about the CASE committee at minnetonkaschools.org/district/partners/case.

Underlying all of this is a steady commitment to financial discipline. Minnetonka directs more than 86% of its annual operating budget straight to school-level instruction and student services. This is a figure that reflects years of disciplined budgeting, ongoing efficiency reviews and a District-wide insistence that resources go where they matter most: the classroom.

The challenges ahead are real. But so is Minnetonka Schools' track record of navigating them … prudently, transparently and always with students at the center.

Comprehensive Achievement & Civic Readiness

2025-26 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. The Comprehensive Achievement and Civic Readiness (CACR) report shares how districts are 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. Prior to the 2024-25 school year, this report was titled "World's Best Workforce."

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.

The fifth goal 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 in December 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 our school district who scored at low risk on the Fastbridge Early Reading Screener. In fall 2026, 79.8% of our Kindergarten students were at low risk on the Fastbridge Early Reading Screener.

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 and IV* (detailed below), the gap between white students and students of color at Minnetonka is much smaller than the gap reported statewide.

READING

MINNETONKA: In our District, 74.5% of white students and 67.8% of students of color met or exceeded proficiency on the MCA-IV Reading test. The gap is 6.7%.

STATE AVERAGE: Of the state's white students who took the MCA-IV in Reading, 57.4% were proficient. Of the state's students of color, 34.1% were proficient. The gap is 23.3%.

MATH

MINNETONKA: In our District, 74.3% of white students and 69.9% of students of color met or exceeded proficiency on the MCA-III Math test. The gap is 4.4%.

STATE AVERAGE: Of the state's white students who took the MCA-III in Math, 55.1% were proficient. Of the state's students of color, 28.9% were proficient. The gap is 26.2%

CACR Goal: Students are Ready for College and Career

Career and college readiness are 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, 90.1% of students at Minnetonka High School graduating in June 2026 demonstrated readiness for post-high school studies and careers by meeting at least one of the three benchmarks (0.5% increase from 2025). Of 2026 graduates, 68.3% met at least two of the three benchmarks (3.4% increase from 2025).

CACR Goal: Students Graduate

The four-year graduation rate for Minnetonka High School students, as determined by the Minnesota Department of Education, is 97.2% for the Class of 2025.** Comparatively, statewide, 84.9% of students in the Class of 2025 graduated in 2025.**

CACR Goal: Prepare Students to be Lifelong Learners

This goal is measured by student participation in extracurricular sports or arts activities, enrollment in advanced classes or enrollment in experiential learning courses. In 2025-26, 86.7% of students met at least one of the three criteria, and 57.0% met at least two of the three. It is also measured through the Developmental Relationships survey for students. The percentages of students who reported experiencing moderate or high levels of Collaborate, Include Me, and Let Me Lead on the Developmental Relationships survey improved from 2025 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. MDE's graduation rate differs from Minnetonka Schools' graduation rate because the state counts students who move on to transition programming as "continuing students" rather than graduates, and it considers students who leave the district without a confirmed new school as non-graduates, since their families have not notified us of where they enrolled.

Teaching & Learning Advisory Committee

2025-26 SCHOOL YEAR

Committee Lead

Dr. Amy LaDue, Associate Superintendent

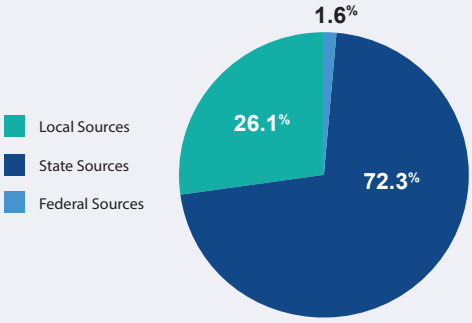
Committee Members

LISTED ALPHABETICALLY BY LAST NAME

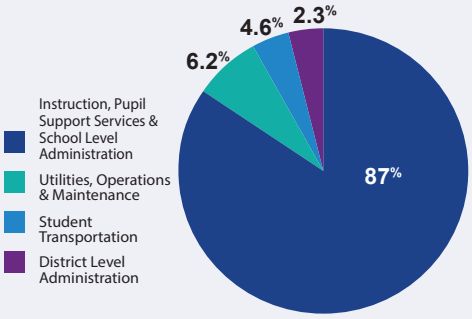
Alberta Anderson, Parent
Korey Beyersdorf, Parent
Dr. Christine Breen, Assistant Superintendent of Student Services
Matt Breen, Director of Research, Analysis and Systemic Improvement
Allison DeGrood, Parent
Amanda Fay, Executive Director of Technology
Anjie Flowers, General Counsel & Executive Director of Human Resources
Chad Herman, Parent
Andrea Hoffmann, Assistant Principal, MMW
Karen Jordan, School Board Director and Parent
Elida Kane, Director of Academic Programs
Sarah Klitzke, Assistant Principal, Groveland Elementary
Taunya Kolbinger, Minnetonka School Board Representative and Parent
Annie Lumbar Bendson, Director of Health Services
Amanda Nagy, Parent
Janna Nobleza, Parent
Jennifer Peters, Teacher and Parent
Emily Rosengren, Assistant Principal, MHS
Diane Rundquist, Director of Advanced Learning Programs
Alyssa Rutherford, Literacy Coordinator
Tara Lee Stone, Parent
Sonia Warmuth, Parent
Sara White, Director of Learning, Development and Educator Effectiveness

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

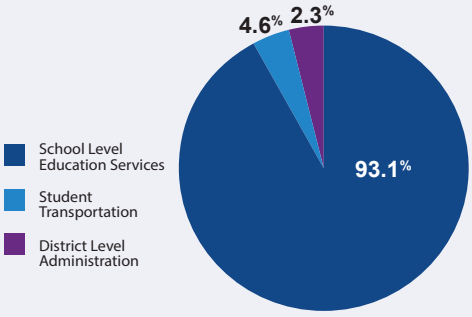
Prudent Financial Management



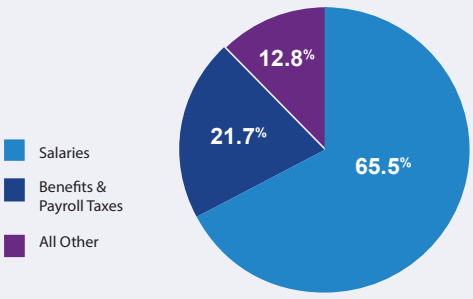
Sources of Funds
FY25-26 Budget -
General Fund



Uses of Funds by
Function/Activity
FY25-26 Budget -
General Fund



Uses of Funds
School Level vs. District Level
FY25-26 -
General Fund



Uses of Funds
Employee Compensation vs.
All Other
FY25-26 Budget -
General Fund

Responsible stewardship of taxpayer dollars remains a top priority for the Minnetonka School Board. "Our community trusts us to make thoughtful financial decisions that support students while protecting the long-term strength of the District," said School Board Treasurer Sally Browne. "The Citizen Finance Advisory Committee adds an important layer of community insight and oversight by reviewing District finances, offering guidance and helping ensure taxpayer resources are used responsibly."

For our school district, state funding makes up 72.3% of the annual operating budget, federal funds account for 1.6%, and 26.1% is local funding. Of that 26.1%, approximately 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 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 2025-26	Adopted Budget 2026-27
Beginning Assigned Fund Balance	$1,575,486	$1,620,000
Beginning Unassigned Fund Balance	$18,042,747	$21,915,833
Revenue	$178,385,811	$185,245,337
Expenditures	$174,468,212	$182,822,902
Difference	$3,917,599	$2,422,435
Transfer to Operating Capital	—	—
Ending Assigned Fund Balance	$1,620,000	$1,620,000
Ending Unassigned Fund Balance	$21,915,833	$24,338,268
Unassigned Fund Balance %	12.6%	13.3%
Student Enrollment	11,457	11,507

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 $253 less per pupil than the state average in 2024-25* and $2,016 below the cumulative average of its neighboring districts.

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

2024-2025*	Cost Per Pupil
Minneapolis	$22,339
St. Paul	$21,325
St. Louis Park	$18,505
Hopkins	$18,137
Osseo	$17,470
Eden Prairie	$16,745
Edina	$16,413
Wayzata	$15,164
State Average	$16,265
Minnetonka	**$16,012**

Consolidated Financial Statement

For the past 31 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	2025-26 Amended Budget	2026-27 Budget Amounts	2026-27 % of Total
REVENUES			
Property Taxes	$40,789,549	$43,052,316	23.2%
Earnings on Investments	$1,750,000	$1,000,000	0.5%
Other	$3,868,992	$4,214,248	2.3%
Local Sources	$46,408,541	$48,266,564	26.1%
State Sources	$128,767,893	$133,961,558	72.3%
Federal Sources	$3,209,377	$3,017,214	1.6%
Total Revenue	$178,385,811	$ 185,245,337	100.0%
EXPENDITURES			
School Level Administration	$5,345,075	$5,492,333	3.0%
Elementary & Secondary Regular Instruction	$98,125,927	$102,167,742	55.9%
Vocational Education Instruction	$2,093,353	$2,236,783	1.2%
Special Education Instruction	$29,818,896	$32,416,196	17.7%
Instructional Support Services	$9,308,371	$9,537,139	5.2%
Pupil Support Services	$6,776,325	$7,126,206	3.9%
Sites & Buildings	$9,060,443	$9,350,867	5.1%
Fiscal & Other Fixed Cost Programs	$1,894,304	$1,913,170	1.0%
District Level Administration	$890,496	$921,491	0.5%
District Support Services	$3,185,382	$3,293,509	1.8%
Transportation	$7,969,640	$8,367,466	4.6%
Total Expenditures	$174,468,212	$182,822,902	100.0%
Net Change in Fund Balance	$3,917,599	$2,422,435	
FUND BALANCE			
Beginning of Year	$19,618,234	$23,535,833	
Transfer to Operating Capital	—	—	
End of Year	$23,535,833	$25,958,268 *	

*FY27 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**.



Finance Advisory Committee

2025-26 SCHOOL YEAR

Community Members

Jon Fahning
John Groton
Karen Jordan
Deirdre Keller
Ann Senn
Charlie Steingas
Cortney Swensen

School Board Representative

Sally Browne

District Administration

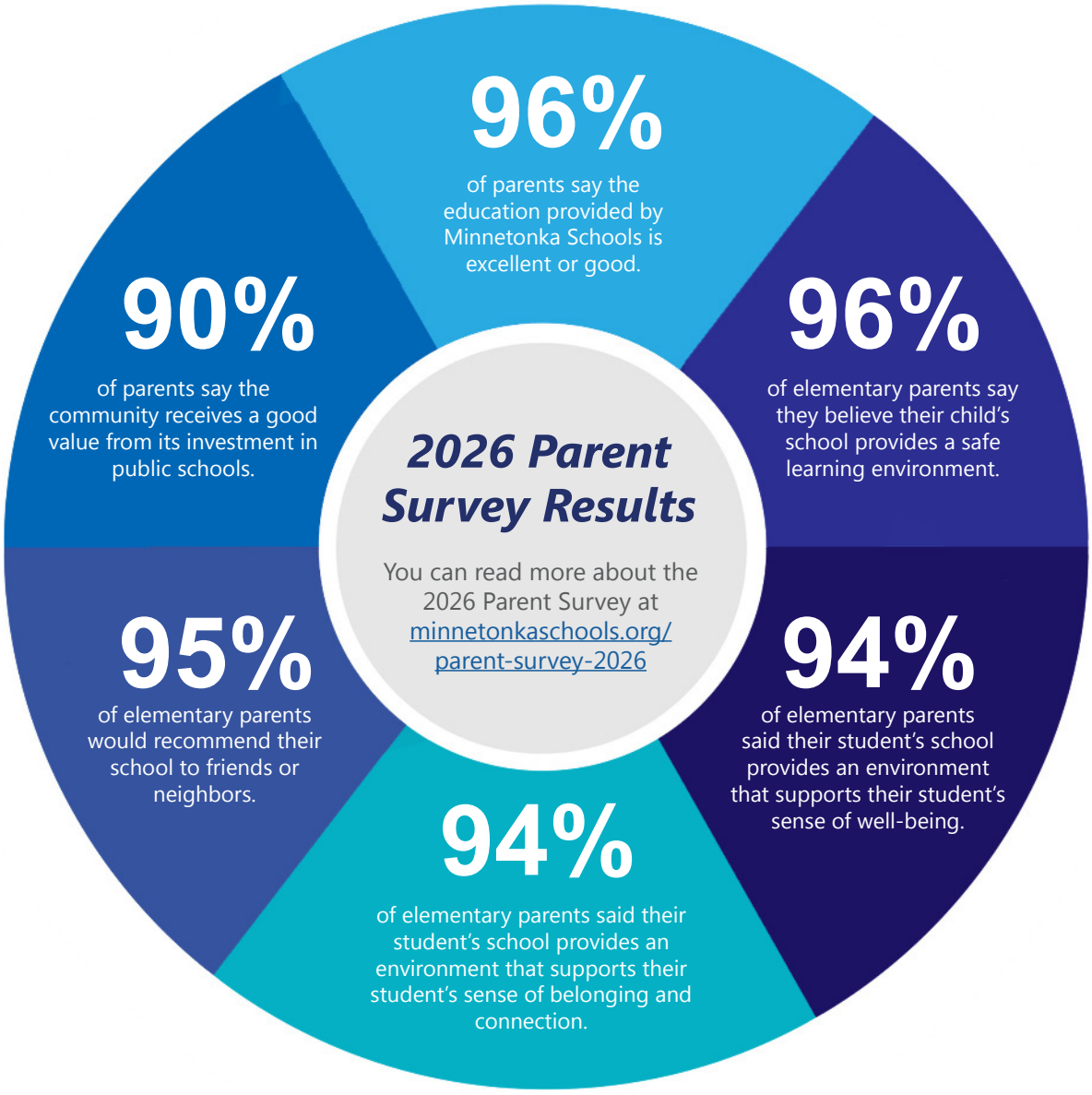
Paul Bourgeois, CPA
Amy LaDue
David Law
Ashwin Muni
Shannon Waggoner
Peyton Zivkovich

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

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

Parent Survey Shows Outstanding Support for Minnetonka Public Schools

Each year, Minnetonka Public Schools surveys current parents about their family's educational experience in our schools. The 2026 Parent Survey captured more than 1,600 responses. Results of this year's survey showed deep support, connectivity and high confidence in our programs, schools, teachers and leadership.



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.